DOCUMENT RESUME

ED 321 508 EC 231 829

TITLE	Curriculum-Based Assessment and Curriculum-Based Management. Super Search Reprint No. C576.
INSTITUTION	Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	Apr 90
CONTRACT	RI88062007
NOTE	120p.
AVAILABLE FROM	Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 (Publication No. C576, $22.50 nonmembers; $18.00 members).
PUB TYPE	Information Analyses - ERIC Information Analysis Products (071) -- Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Academic Achievement; *Achievement Tests; Criterion Referenced Tests; *Elementary Secondary Education; *Evaluation Methods; *Student Evaluation
IDENTIFIERS	*Curriculum Based Assessment

ABSTRACT

The "Super Search Reprint" contains a background paper and 152 abstracts on the topic of curriculum-based assessment and curriculum-based measurement. A paper by Mark Shinn and others, titled "Curriculum-Based Assessment: A Comparison of Models" ("School Psychology Review," 1989, volume 18, number 3), presents four commonly used curriculum-based assessment models and compares them along a set of important dimensions, including: primary decision-making purpose, usefulness for other types of decisions, relationship to instructional planning, test formats, and technical adequacy. The four models include: Curriculum-Based Assessment for Instructional Design, Criterion-Referenced-Curriculum-Based Assessment, Curriculum-Based Measurement, and Curriculum-Based Evaluation. Relevant citations from the ERIC (Educational Resources Information Center) and ECER (Exceptional Child Education Resources) databases are then provided, arranged by database and then alphabetically by author. Each reference contains bibliographic information, indexing information, and an abstract when available. (JDD)

****
*   Reproductions supplied by EDRS are the best that can be made   *
*   from the original document.   *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

CONTENTS

I. Introduction
II. Curriculum-Based Assessment: A Comparison of Models
III. Understanding a Computer Search of ERIC and ECER Documents
IV. ERIC Abstracts
V. ECER Abstracts
VI. Additional References

SECTION I

Introduction

Introduction

This Super Search Reprint on Curriculum Based-Assessment and Curriculum-Based Measurement is designed to introduce the student and/or researcher to the current literature in the field. The monograph consists of six sections.

Section I: Introduction provides an overview of the contents of the Super Search Reprint on Curriculum-Based Assessment and Curriculum-Based Measurement.

Section II: Curriculum-Based Assessment: A Comparison of Models introduces the reader to four commonly defined models of curriculum-based assessment. This section was written originally for the School Psychology Review (Vol. 18, no. 3) by Mark Shinn, Sylvia Rosenfield, and Nancy Knutson. It is reprinted here with the permission of the editor, Stephen Elliott.

Section III: Understanding a Computer Search of ERIC and ECER Documents details the information necessary to productively use the bibliographic citations from the Educational Resources Information Center (ERIC) and Exceptional Child Educational Resources (ECER) databases. This section describes the arrangement of articles from ERIC and ECER and explains the DIALOG Information Services' printout format. Section III also informs readers how to locate actual copies of journal articles, documents, and other products listed in the search, and provides sample order forms for the ERIC Document Reproduction Service (EDRS).

Section IV: ERIC Abstracts and Section V: ECER Abstracts are reprints of on-line searches of the DIALOG Information Services System. The abstracts reprinted here were selected by Alan Coulter from a somewhat larger collection of those found by searching on the key words "curriculum-based assessment" and "curriculum-based measurement."

The ERIC and ECER abstracts cited above are supplemented by a further bibliographic listing in Section VI: Additional References. These references, like the abstracts above were recommended by Alan Coulter.

We expressly thank Alan Coulter of the New Orleans Public School System, Stephen Elliott of the School Psychology Review and Edward Gickling of The Council for Exceptional Children for their help in producing this Super Search Reprint.

Judy Barokas
Research and
Information Specialist
ERIC Clearinghouse on
Handicapped and Gifted
Children

Jean Boston
Associate Director
ERIC Clearinghouse on
Handicapped and Gifted
Children

SECTION II

Curriculum-Based Assessment: A Comparison of Models

CURRICULUM-BASED ASSESSMENT: A COMPARISON OF MODELS

Mark R. Shinn
University of Oregon

Sylvia Rosenfield
Temple University

Nancy Knutson
University of Oregon

ABSTRACT

Curriculum-Based Assessment (CBA) has been proposed widely in recent years as a strategy for improved decision-making practices with students with academic difficulties. Proliferation of the calls for increased use of CBA has masked information that CBA is not a set of unified and agreed upon assessment practices. In fact, CBA can represent a wide variety of assessment strategies that use curriculum materials for testing. This article presents four commonly used CBA models and compares them along a set of important dimensions including primary decision-making purpose, usefulness for other types of decisions, relationship to instructional planning, test formats, and technical adequacy. The article proposes that the CBA models are not incompatible, but that selection of a particular strategy will depend on the type of decision to be made about a student.

The relationship between school psychology and assessment is one that is built into the historic tradition of the field. Over the past 20 years, however, assessment practices have come under intense scrutiny and criticism at a seemingly ever-accelerating rate. Legal and ethical concerns about assessment have been described extensively in the school psychology literature. Many school psychology practitioners have complained that their basic tools have been demeaned and diminished in importance, along with a role basic to their professional identity. However, an alternative perspective is that this period of examining assessment practices provides an opportunity for the assessment competencies of school psychologists to assume an even more useful role for our consumers.

In a recent discussion of assessment practices, Reschly, Kicklighter, and McKee (1988) commented on the extensive nature of the assessment reforms central not only to better practice, but to successful defense against litigation. They reminded readers that the reforms have been known for some time (e.g., National School Psychology Inservice Training Network, 1984; Reschly, 1980). One crucial assessment reform that has been raised repeatedly is the need for an emphasis on information "useful in designing, implementing, monitoring, and evaluating interventions" (Reschly, et al., 1988, p. 45). A *direct* relationship between the kinds of data collected and intervention planning is required. Among the types of assessment procedures that meet this requirement are curriculum-based assessment (CBA) techniques.

A shift towards a more direct relationship between instructional intervention and assessment practices within school psychology parallels a broad-based shift in assessment concerns in clinical psychology. Hayes, Nelson, and Jarrett (1987) explored the problem of the treatment utility of assessment (i.e., the degree to which assessment is shown to contribute to beneficial treatment outcome) in clinical psychology and concluded that the lack of empirical evidence for the practical value of assessment has long been noted. They suggested the need to conduct research to document the

---

Requests for reprints should be addressed to Mark R. Shinn, Division of Counseling and Educational Psychology, University of Oregon, Eugene, OR 97403-1215.

treatment utility of their field's assessment methods.

In education, there also is a perceived need for a better integration of assessment and the instructional goals of schools to better serve student learning (Glaser, 1988; Snow, 1988). Glaser (1988) envisions a foreseeable future "in which testing, in relation to the educational process, will undergo significant redirection" (p. 329). He suggests that while the causes of this change have been building over many years, they are becoming increasingly difficult to ignore:

> With each decade in the twentieth century, we have increased the proportion of children attending schools; we have expanded both the range of social groups and the amount and kinds of education offered. Today's and the next century's challenge is to teach successfully all of the diverse children and youth who have become the active concern of our educational systems. We have also, in the last half of this century, expanded our understanding of human cognition and now are able in better and better detail to specify the knowledge and skill that students require for various kinds of school performance. Dropping reluctant or difficult learners, or testing primarily to segregate them in programs that make few demands and offer few opportunities, will not be a viable alternative. (p. 320)

He concludes that the future hallmark of assessment procedures, including tests, will be "their ability to facilitate constructive adaptations of educational programs" (p. 330). Carver (1974) has characterized this future as moving towards edumetric, as differentiated from psychometric testing.

The current relationship between assessment and instruction also has been questioned at the national policy level, in terms of delivering effective educational services to students. Madeline Will (1988), as Assistant Secretary of the Office of Special Education and Rehabilitative Services, urged school psychologists to move beyond testing for eligibility to providing instructional assistance and support for teachers by utilizing instructionally based assessment procedures. It is within this larger context of professional and political change that the recent emergence of curriculum-based assessment procedures must be viewed.

Since the term emerged during the latter half of the 1970s (for a brief history of the term, see Coulter, 1988), the literature base on CBA has been increasing. One of the early sources of information about CBA was the training program developed by the National School Psychology Inservice Training Network that later appeared as a self-study guide (Gickling & Havertape, 1981). Within special education, Deno and Mirkin also developed an early version of CBA called *Data-Based Program Modification* (Deno & Mirkin, 1977). In the latter half of the 1980s, several compilations have appeared (e.g., the November, 1985 issue of *Exceptional Children*), as well as articles and books. National, state-wide, and local workshops also have proliferated.

Curriculum-Based Assessment (CBA) can be defined as *any* set of measurement procedures that use "direct observation and recording of a student's performance in the local curriculum as a basis for gathering information to make instructional decisions" (Deno, 1987, p. 41). Although the term CBA increasingly has come into common usage, it also represents a number of *diverse* assessment practices. The purpose of this article is to describe the major current models of CBA and their communalities and differences. Finally, a practical model that integrates the models will be presented.

Confusion Between Models of CBA

At least four different models of CBA have been presented commonly in the professional literature:

1. *Curriculum-Based Assessment for Instructional Design* (CBA-ID) as proposed by Gickling and his associates (Gickling & Havertape, 1981; Gickling, Shane, & Croskery, 1989; Gickling & Thompson, 1985; Hargis, 1987). CBA-ID is defined as "a system for determining the instructional needs of a student based on

the student's on-going performance in existing course content and for delivering instruction as effectively and efficiently as possible to match those needs" (Gickling, Shane, & Croskery, 1989).

2. *Criterion-Referenced-Curriculum-Based Assessment* (CR-CBA) as proposed by Blankenship (1985) or Idol, Nevin, and Paolucci-Whitcomb (1986). CBA is defined as "the practice of obtaining direct and frequent measures of a student's performance on a series of sequentially arranged objectives derived from the curriculum used in the classroom" (Blankenship, 1985, p. 244).

3. *Curriculum-Based Measurement* (CBM) as proposed by Deno et al. (Deno, 1985; 1986; Fuchs, Deno, & Mirkin, 1984). CBM was devised to provide "measurement and evaluation procedures that teachers could use routinely to make decisions about whether and when to modify a student's instructional program" (Deno, 1985, p. 221).

4. *Curriculum-Based Evaluation* (CBE) as proposed by Howell et al. (Howell, 1986; Howell & Kaplan, 1980; Howell & Morehead, 1987). In CBE, the essential subcomponents of an instructional task are determined and students are tested on these subcomponents. By analyzing the errors that the student makes, the component skills that are missing from the student's repertoire are identified and included in the intervention plan (Howell & Morehead, 1987).

While each of the models is curriculum-based (i.e., they employ material from students' curricula for assessment purposes), they differ from each other in a number of important ways. Unfortunately, they are often confused in the professional literature. For example, in an interview in the *Nasp Communiqué* (Thomas, 1987), the interviewee was asked if the future of school psychology was going to be "curriculum-based or norm-referenced." The question and subsequent answer suggested that CBA and norm-referenced assessment are orthogonal. A "correct" answer would depend on which model of CBA was being discussed. Such a question might be appropriate if both persons were referring to a Gickling or Blankenship/Idol model of CBA. The question could not be answered in an either/or manner if one was discussing CBM, however. Other examples abound. In an excellent review of different CBA models for the *California Association of School Psychologists Newsletter*, Frisby (1987) identified four common principles of CBA, including: (a) student assessment in classroom instructional materials, (b) short-duration testing, (c) frequent and repeated measurement, and (d) graphed data to allow for monitoring of student progress. The accuracy of Frisby's summary (1987) also is dependent on the specific CBA model that is discussed. Not all the CBA models meet all four of these principles.

Dimensions Used to Compare CBA Models

Some previous work has attempted to differentiate between various CBA models more precisely. Tindal and Germann (1985), for example, compared Precision Teaching (White & Haring, 1980) and CBM. More recently, Marston (1989) compared the CBM-ID and CR-CBA models with CBM. Both articles employed a set of common characteristics of the measurement system that are expanded in this article to include: (a) relationship to assessment and decision making, (b) relationship of assessment data to instruction, (c) type of student response, (d) focus of material when student progress is monitored, (e) test formats, (f) technical adequacy, and (g) utility for making other decisions.

Relationship to assessment and decision making. Dominant views about assessment characterize it as a process of data collection for decision making. Salvia and Ysseldyke (1988) break educational decision making into five major decisions: (a) screening, (b) eligibility or identification, (c) instructional planning, (d) pupil progress, and (e) program evaluation. Further, instructional planning decisions can be broken down into deciding the instructional *level* (the "where") of the curriculum and the *content* (the "what") of instruction. Each model is best used for one or more of these major decisions; no single model claims great utility for making all five decisions. Three of the models to be discussed (CBA-ID, CR-CBA, & CBE), were designed primarily for making instructional planning decisions although the specific subdecision (i.e., level vs. content) varies. One model, CBM, was designed for making pupil progress decisions.

Although each model describes uses in other educational decisions than just their primary objective, they vary in the degree to which they provide documentation with respect to verified and validated procedures and outcomes. The importance of supporting data varies as a function of the decision to be made. For example, if any model of CBA is to be used for making special education eligibility decisions, there must be some evidence for doing so to meet the requirements of PL 94-142.

Underlying premises about the relationship of assessment data to instruction. The goal of all the models is the improvement of students' instructional programs, but their premises about how to influence what occurs during instruction differ radically. All models except CBM provide data that are intended to be *prescriptive* about the instructional intervention (Deno, 1986). These models presuppose that by engaging in the right kind of assessment, usually prior to beginning the instructional process, critical data (e.g., identifying pre-requisite skills, determining instructional level in the curriculum) will be provided that lead to more appropriate instruction and student achievement gains. These approaches have been described as being "front-end loaded" because, in general, more testing is conducted preceding instruction than after instructional intervention begins. What constitutes the assessment focus differs as a function of the specific model, however.

In contrast, one model (CBM) theoretically is based on the assumption that effective instruction can be determined only be evaluating the *effects* of teaching plans. CBM assumes that determining what will work with individual students cannot be determined in advance with any certainty, regardless of the amount or quality of the assessment data. More time is devoted to assessing whether the initial teaching plan is effective after the teaching process begins. If the instructional intervention is not effective, CBM is not prescriptive as to what variables to change.

Type of student response. The models also differ in the type of student response that is measured. Most models typically require students to generate production-type responses (e.g., reading aloud, writing spelling words), although some (e.g., CR-CBA) employ selection-type responses (e.g., circle or cross-out the correct answer). Production-type responses have a number of advantages over selection-type responses (Popham & Baker, 1970). First, they facilitate observation of the process students use to answer correctly or incorrectly. This examination is useful for task analyzing where students' skills break down and for identifying necessary preskills for instruction. Second, they allow students to "display creative or novel solutions to problems" (Popham & Baker, 1970, p. 138). Third, the test materials typically are produced in less time than other teacher-constructed tests. However, they may be more time-consuming to score and are often less reliable than tests with selection-type responses.

Models that use selection-type responses also have some advantages, primarily their ease of scoring (i.e., reliability and timeliness), as well as the fact that tests can be developed that sample a broader domain because of the possibility of large numbers of items (Popham & Baker, 1970). Disadvantages of selection-type response items are that they require relatively sophisticated test construction skills and take an extensive period of time to prepare if the test has not been prepared by others. Further, guessing may confound a student's score.

Focus of material for monitoring student progress. All models claim usefulness for making decisions about student progress. The models can be distinguished by two major dimensions when progress monitoring decisions are to be made: (a) the directness of the measure, and (b) time focus of the evaluation material. Directness refers to whether the behavior assessed is tied directly to the students' curriculum. Time focus of the evaluation material refers to whether a short-term (STM) or long-term goal measurement (LTM) approach is taken. In a STM measurement approach, students are tested on items from their *immediate* instructional material. Usually, decision making is tied to a determination about mastery or non-mastery of material such as units, pages, or objectives, etc. (Jenkins, Deno, & Mirkin, 1979). In a LTM approach, students are tested using curriculum material in which they would be expected to be performing *in the future.* Decision making is tied to increments of change over time in a single behavior such as oral reading fluency.

The choice of a STM or LTM approach has been demonstrated to be associated with differential outcomes for students (Fuchs & Fuchs, 1986a). Students who are tested from their current instructional materials will perform better on short-term probes. Teachers report more comfort with STM approaches as they correspond more closely with how student progress is assessed most typically. However, the STM approach has some limitations. It may not reflect general achievement and it requires constantly changing assessment materials. A more general criticism is that it may discourage broad-based teacher review strategies (Fuchs & Fuchs, 1986a).

Although evaluating student outcomes with LTM initially is quite foreign to educators, students who are tested from long-term material show more growth on other generalized achievement measures (Fuchs & Fuchs, 1986a). This latter outcome has been viewed as corresponding more to "real growth" in achievement (Fuchs, 1986; Fuchs & Shinn, 1989). As a further advantage, testing materials are consistent for long periods of time which alleviates time-consuming preparation of test materials. The disadvantage, however, is that it may not assist the teacher directly in the specific day-to-day instructional decision making required in the classroom. That is, by itself, a long-term measurement approach may not be prescriptive as to what to change if an intervention is not effective. Initial teacher or school psychologist (Coulter, 1988) resistance to long-term goal measurement process may be related, in part, to this current lack of diagnostic utility.

Test format. Perhaps no feature differentiates the models more than how the specific measures are constructed. CBA models vary along three major dimensions: (a) standardized procedures, (b) test length, and (c) prerequisite test construction skills. Standardization is the degree to which testing conditions (i.e., directions, scoring, test setting) are specified and held constant. Some models are controlled tightly with standardized administration and scoring procedures. Other models are highly similar to traditional informal testing practices. Test length also varies between models. CBM, for example, was designed specifically for repeated administrations and, therefore, short duration (1 to 3 minutes) tests were desirable. At the other extreme, CBE occasionally uses published achievement tests that can be quite lengthy. Finally, test formats vary by the necessary test construction skills that are required to create the measures. These skills include translating curriculum objectives into pools of quality test items, determining representativeness of domain sampling, and determining cutting or mastery scores.

Technical adequacy. Good decision making requires the use of information that is reliable and valid for the purpose for which it is intended. This statement is usually considered to relate to psychometric aspects of tests, and is especially important when tests are used to make decisions that may require a change in placement for students and/or when potentially stigmatizing labels may be applied (e.g., special education eligibility). By developing materials using curriculum itself, CBA models are characterized by high content validity, which is critical for instructional planning decisions. Many of the models do not offer traditional psychometric reliability data (e.g., internal consistency) and few offer any other type of evidence for validity (e.g., criterion-related validity).

Some school psychologists (Lentz, 1988) have diminished the importance of traditional technical adequacy data for curriculum-based assessment by proposing that the models be evaluated within a behavioral assessment paradigm. This argument is premised on the case that academic assessment is based on the direct measurement of the specific behavior for individual students, and few inferences are made beyond the actual data. According to Lentz (1988), accuracy becomes a primary issue with respect to reliability, and validity requires an "explicit examination of the set of behaviors that are to be assessed, their interrelationships, and the stimulus situations under which they are to be exhibited" (p. 83). While technical adequacy data within the behavioral assessment paradigm would be desirable, these data currently are not available for most of the CBA models.

CBA for Instructional Design (CBA-ID)

According to Gickling's conception, curriculum is not necessarily neutral or benign and can be related highly to the learning problems of students. For example, when paced too fast, a curriculum may demand more skills than a student has. If the student is unable to maintain the lock-step pace of grade-level instruction and falls behind, the student may never catch up. This situation, compounded by increased student failure, increases the likelihood of the student becoming a "curriculum-casualty."

The central purpose of Gickling's CBA-ID is to facilitate the delivery of effective and efficient instruction by ensuring that students are placed properly in the instructional materials. A basic tenet is that optimum learning conditions are those in which instructional tasks contain an appropriate margin of challenge but are linked sufficiently to the entry-level skills of the learner to assure the student a high degree of success. CBA-ID allows the teacher to match the level of a student's skills to the instructional level in the curriculum. Because curricula typically present a series of increasingly formidable instructional tasks to students, a great deal of variance between the entry skills of students and the curriculum demands is often created. This variance becomes critical with respect to the often limited entry skills of low-achieving and mildly handicapped students if they are to achieve consistent success. With CBM-ID, the instructor is enabled to reduce the variance first by noting the discrepancy and second, by fine tuning the instructional match.

Gickling and Havertape (1981) maintain that the instructional match is created when the ratio of *known* (Gickling & Thompson, 1985) to *unknown* items is controlled sufficiently to assure a high level of student success. Known items are defined as task items to which the student provides a correct and immediate response. If a student's response to an item is incorrect or hesitant, the item is considered unknown or challenging. The ratios of known/unknown items translate into decisions about the student's *instructional*, *independent*, or *frustration* level (Gickling & Thompson, 1985). The established decision rules for instructional placement in reading, for example, require that students achieve at least a 70%-85% correct response rate in drill material and at least a 93%-97% correct word recognition rate in reading content for the student to be considered "matched" for instructional purposes. Mastery rates are set high for basic skill acquisition.

Typically, students are required to respond in production-type formats (e.g., reading aloud, writing answers to match problems). It is possible to generate other types of responses, however, The test format is usually of short duration, to maximize the amount of time available for instruction itself. According to Gickling (1988), an initial assessment may take 20-30 minutes but daily probes to monitor the instructional match would take only a few minutes to complete.

The focus of the material for monitoring progress is short-term, since its purpose is to guide the immediate instructional sequence. Assessment is on-going within this structure, usually most extensive prior to instruction to match student to instructional level, but with probes at each stage of the learning process to evaluate progress and monitor instructional placement (Gickling, 1988).

CBA-ID's major purpose is instructional planning, although it has been proposed for monitoring short-term progress because of the integral relationship to the assessment-instruction process. Since the instructional sequence generally is part of a more extensive curriculum sequence, it is possible to evaluate the student against the more long-term goals of the curriculum itself. For example, grade promotion of children is based, in part, on the progress of the student in the basal reading series. Demonstrating success in the basal reading series through CBA-ID procedures thus would facilitate decision making.

When evaluated for its technical adequacy, advocates of CBA-ID maintain that the model should be evaluated within the behavioral assessment paradigm presented earlier in the article. Scoring accuracy and content validity with individual students thus become the primary domains that must be examined to determine CBA-ID's technical adequacy. In addition, some evidence of the construct validity of the instructional-match concept has been provided within the traditional psychometric framework. Given the underlying premise of CBA-ID, there should be an increase in academic learning time (ALT) when the instructional match is appropriate. When ALT (i.e., the amount of time students spend in curriculum tasks with high success) is used as an outcome measure to validate the effectiveness of the CBA-ID process, there is evidence of a predictable curvilinear relationship between learning and instructional difficulty (Gickling & Armstrong, 1978). In the Gickling and Armstrong (1978) study of low-achieving first- and second-grade students, it was determined that when assignments were too difficult (i.e., at frustration level), students demonstrated lower task completion, comprehension, and on-task behaviors. Where assignments were too easy (i.e., at independent level), comprehension and task completion were high, but there were large numbers of off-task behaviors, representing wasted time. When assignments were within the appropriate instructional ratios, task completion, comprehension, and on-task behaviors were consistently high.

The central purpose of CBA-ID is for controlling the level of instruction so that students can master the scope and sequence of the classroom curriculum successfully. However, although there is not yet sufficient research evidence to document the use of CBA-ID for other types of decisions, it is being suggested for alternative purposes (Douville, 1988; Tucker, personal communication). For example, in some schools, CBA-ID is being utilized in eligibility decisions. If, after carefully matching instructional level and curriculum via assessment and providing appropriate instruction, students fail to make progress, they may be considered in need of additional support services by their school system. The use of CBA-ID can be viewed as a reasonable procedural process in special education decision making, especially as it relates to implementing and evaluating alternative interventions in the general education classroom prior to referral. However, specific assessment procedures, decision rules, and data-based outcomes are essential before CBA-ID's use as a primary decision-making tool in special education eligibility determination can be recommended.

Curriculum-Based Measurement (CBM)

Perhaps the most radically different model of CBA is Curriculum-Based Measurement (CBM), from its relationship to instructional planning decisions to what behaviors are measured and how they are measured. In contrast to the other CBA models that were developed to decide what instructional content and curriculum level to teach, CBM is to be used to assay the *effects* of those instructional planning decisions. The major premise underlying CBM is the problematic nature of most approaches to instructional planning, that *any* diagnostic data can be used to plan effective programs with certainty (Deno, 1986). This uncertainty surrounds not only initial teaching plans but all teaching plans as they evolve over time. As a result, all intervention programs need to be evaluated continuously and frequently. Each individual instructional program is treated as a testable hypothesis about what may work. Relatedly, CBM was devised because the "prevailing assessment methodologies may decrease our chance of delineating appropriate educational programs" (Deno, 1986, p. 359). CBM is unique also in its close tie to local norms. Because of the use of short-duration tests, normative performance of regular education students in the curriculum can be quantified. These norms can be used to operationalize the expectations for both levels and trends of student achievement, information that is critical for making a variety of decisions (Tindal, Wesson, Deno, Germann, & Mirkin, 1985).

CBM employs fluency measures in the basic skills areas of reading, spelling, mathematics, and written expression, although work (Marston & Magnusson, 1988) has begun in readiness activities (e.g., write letters and numbers, say letter sounds). The domain of behavior samples also has been expanded to include oral and written retell procedures in reading (Fuchs, Fuchs, & Maxwell, 1988). Fluency reflects a combination of both speed and accuracy and is translated into the number of correct responses per time unit (e.g., 1 minute, 3 minutes). Focus is placed on correct responding as the key decision-making variable (Fuchs, Fuchs, & Maxwell, 1988). In general, there is a more limited behavior sampling in CBM than the other models, yet the CBM measures have demonstrated utility for decision making. Scoring of the fluency measures can include molar units (number of words read correctly in reading) and molecular units (number of correct letter sequences in spelling).

Emphasis is placed on using measurement material from the long-term goal domain for student progress monitoring. With children in special education programs, this principle translates typically into assessing progress from materials identified in their IEP objectives (i.e., the level of the curriculum that they would be expected to be performing in 1 year). For example, a student's reading instructional program may be monitored in Level 8 of the curricula while the student receives instruction in Level 6. Likewise, students instructed using weekly word lists in spelling would have their progress monitored by spelling randomly sampled words from the entire yearly domain of words. As mentioned earlier, educators often find this long-term focus disconcerting initially (Fuchs & Fuchs, 1986a; Jenkins, Deno, & Mirkin, 1979). However, the long-term curricular focus has the advantage of underscoring the importance of general-case measurement. Students are tested with respect to their progress towards the terminal goal where they are expected to perform. Educators who observe growth in long-term goal material can be more confident that real growth has occurred (Fuchs, Deno, & Mirkin, 1984; Fuchs & Fuchs, 1986a).

CBM test formats are generally well specified, albeit with a more limited behavior sample, as stated earlier. The behaviors measured via fluency were selected with a criterion of short-test duration to facilitate frequent, repeated measurement one to two times per week. Test durations range from 1 minute (e.g., oral reading fluency) to 5 minutes (e.g., written retell). Explicit directions are provided for creating measurement materials (Deno, Mirkin, & Wesson, 1984; Shinn, 1988, 1989). In essence, a large pool of parallel form probes are created that hypothetically are of equal difficulty. Depending on the type of educational decision to be made, different levels of probes are selected. For example, in screening, students are tested on typical grade-level materials. When progress is monitored, students are tested in the level of the curriculum in which they'd be expected to perform in 1 year. In contrast to other CBA models, both administration and scoring directions are standardized.

CBM's fluency measures were established based on an extensive program of technical adequacy research. Reliability studies investigated temporal stability, internal consistency, and inter-scorer agreement (i.e., accuracy) in reading, spelling, written expression, and mathematics. Validity studies were conducted on the premise that content validity is a necessary, though not sufficient, piece of technical adequacy data. In reading, it was determined that oral reading fluency, counting the number of words read aloud correctly in 1 minute from a passage from the curriculum is a valid measure of a student's general reading achievement (i.e., decoding and comprehension) (Deno, Mirkin, & Chiang, 1982). The correlation between oral reading fluency measures and published reading measures range from .73 to .91, with most coefficients in the .80s. These concurrent validity findings have been replicated in other studies (Fuchs & Deno, 1981; Fuchs, Fuchs, & Deno, 1982; Fuchs, Fuchs, & Maxwell, 1988; Marston, 1982; Tindal, Fuchs, Fuchs, Shinn, Deno, & Germann, 1985).

In spelling, the number of words spelled correctly or the number of correct letter sequences written in response to a dictated word list in a 2-minute period demonstrated high concurrent validity (Deno, Mirkin, Lowry, & Kuehnle, 1980; Marston, 1982). The validity correlations between the CBM measures and criterion measures range from .80 to .96. Similar outcomes are obtained in written expression. The total number of words written or spelled correctly in 3 minutes in response to story starters and topic sentences provides a valid index of writing proficiency and correlates well (.70 or higher) with the criterion measures (Deno, Marston, & Mirkin, 1982; Marston, 1982). Evidence for validity has included more than concurrent validity studies. Construct validity for the basic skill measures has been demonstrated through discriminant validity (Shinn & Marston, 1985; Shinn, Tindal, & Stein, 1988), and longitudinal (Deno, Marston, Mirkin, Lowry, Sindelar, & Jenkins 1982), and treatment validity investigations (Fuchs, Deno, & Mirkin, 1984; Marston, 1988).

A considerable body of literature has evolved that demonstrates the usefulness of CBM for making educational decisions other than student progress including: (a) screening (Marston & Magnusson, 1985; 1988), (b) eligibility (Germann & Tindal, 1985; Shinn, 1988; Tindal, et al., 1985) and (c) program evaluation (Germann & Tindal, 1985; Tindal, Shinn, & Germann, 1987). In large part, this increased decision-making utility is tied to the established technical adequacy of the measures and their linkage to local norms. A major advantage of using CBM for these multiple decisions is the continuity of the data base. All decisions are made in relation to expected performance in the curriculum. Depending on the type of decision to be made, the expectation differs.

Criterion-Referenced Models (CR-CBA)

The CR-CBA model(s) exemplified by Blankenship (1985) and Idol (Idol-Maestas, 1983) are described by Marston (1989) as being teacher-constructed criterion-referenced tests. His conception derives from the fact that in both versions of these versions of CR-CBA, each instructional objective in a curriculum is translated into an achievement test that represents the domain. Cutting scores are specified to determine a student's status as mastery or non-mastery. Examples of CR-CBAs have been detailed in a number of domains including basic skills (e.g., math, reading, spelling), content-area skills (e.g., science) and general learning (e.g., dictionary skills, following directions, using study skills) (Idol, Nevin, & Paolucci-Whitcomb, 1986).

CR-CBA is defined formally as "the practice of obtaining direct and frequent measures of a student's performance on a series of sequentially arranged objectives from the curriculum used in the classroom" (Blankenship & Lilly, 1981, p. 81). As with most of the models, the criterion-referenced models' primary purpose is to provide teachers with information for instructional planning (Idol, et al., 1986) and more specifically, the *content* of instruction.

The CR-CBA models rely on production-type responses for testing purposes, although examples of selection-type responses are given also. The range of response types is broad and includes such behaviors as writing the time shown on a picture of a clock and providing oral answers to a set of science questions. Selection-type responses include such behaviors as circling the group of words that are in the correct alphabetical order or that contain a specified letter (Idol, et al., 1986). Less well-defined student behaviors, such as "recognize and describe" or "use in description" also are suggested as potential responses.

When the CR-CBA approaches are used to assess student progress, a short-term focus is employed. Students are tested on the measures derived to represent the current instructional objectives. Progress is determined by ascertaining whether the students met the criterion established by the instructional objective. Little attention is given to long-term monitoring of student progress, although Blankenship (1985) proposes that long-term retention can be assessed by the periodic re-administration of the CR-CBA throughout the year. Multiple forms of the probes for each objective must be constructed for this to occur, however.

Test formats vary considerably depending on the instructional objective within the criterion-referenced model. Test formats more closely approximate teacher-made classroom tests and standardized instructions for administration of each test(s) are absent. The CR-CBA in any given area may include a range of problem types to assess general skills (e.g., writing the answer to a set of mixed addition/subtraction problems along with money and time problems) or include items from a specific skill area (e.g., orally identifying letter sounds).

To construct CR-CBAs, the authors present a series of test-item examples that teachers can use to guide the development of measures (Blankenship, 1985; Idol, et al., 1986). Data may be collected on a variety of academic behaviors. In reading, for example, the teacher may select passages randomly that are 100 words in length from the student's instructional curriculum. Based on timed samples of the student reading aloud, the number of words read per minute, the percentage of words and accurately, or the number of comprehensive questions answered correctly may be counted (Idol, et al., 1986). Alternatively, behaviors such as the amount of time required to complete a silent reading assignment, and the number of workbook pages or homework assignments completed to criterion may be assessed (Idol-Maestas, 1983).

Test length again is highly variable depending on the test content and response demands of the test items (i.e., selection- vs. production-type responses) and the purpose of administering the test. If the purpose of administering the test is to assess student skills prior to the introduction of a unit, items that assess prerequisite skills as well as the terminal objectives of the unit are included. In this case, CR-CBAs require longer time to complete and may be administered across 2 days. This more comprehensive test can be repeated at the end of the unit. Shorter versions of this test may be given more frequently during instruction to determine student mastery of specific skills (Blankenship, 1985).

With the exception of content validity, reliability and validity evidence for the criterion-referenced measures proposed in this model are lacking. Again, this lack of data may reflect the "informal" quality of these techniques.

Blankenship (1985) stated that data generated by the administration of CR-CBAs can provide the foundation of the decision-making process regarding student referrals, IEP planning, and termination of special education services, in addition to determining instructional content. However, systematic methods on how to use these data for making such decisions are not described.

Curriculum-Based Evaluation

Another model that has received wide dissemination is Curriculum-Based Evaluation (CBE). This work is conducted by Howell and his associates (Howell &

DiGongi, 1988; Howell & Kaplan, 1980; Howell & Morehead, 1987). Similar to most of the other models presented, the primary focus of CBE is to provide information about the content of instruction (i.e., what students should be taught).

According to Howell and Morehead (1987), CBE is based on the principle of "test what you teach and teach what you test" (Howell & Morehead, 1987, p. 74). This principle requires that the assessment devices utilized during an evaluation "complement the various aspects of the curriculum being taught" (p. 74). When evaluation and instruction are aligned with the curriculum, increased student learning results (Howell & Morehead, 1987). CBE focuses on the basic skill areas, but also has been described for use in the language and social skills areas.

CBE can be conceptualized as a task-analytical model of evaluation. In this model, curricular tasks consist of component subskills that students must learn to perform a task successfully. Great emphasis is placed on student errors in this model. When students fail, it is presumed to be because they lack: (a) a subskill(s), such as knowledge of math facts; and/or (b) a problem-solving strategy that uses the subskill(s), such as applying the algorithm for subtracting with regrouping. Through the process of task analysis, the essential subcomponents of a task are determined and student performance on these subcomponents is tested. By analyzing the errors that the student makes, the component skills that are missing from the student's repertoire are identified and included in the intervention plan (Howell, 1986; Howell & Morehead, 1987).

Howell and Morehead (1987) describe a basic process for conducting an evaluation regardless of the content area. The format proposed in this model consists of four phases: (a) fact finding (survey-level assessment), (b) developing assumed causes (hypothesizing), (c) testing/observation (specific-level assessment), and (d) decision making (interpretation).

Survey-level assessment is the initial phase of an evaluation. Its purpose is to obtain information on a student's general level of academic performance. The survey-level process may include the use of published norm-referenced achievement tests, informal teacher-made tests, teacher interviews, direct observations, and classroom assignments (Howell, 1986; Howell & Kaplan, 1987). By analyzing student errors obtained during the survey-level assessment, hypotheses are developed that potentially explain why the student is not performing as expected. This process allows the evaluator to generate "assumed causes" for a student's failure on a curricular task.

In the third phase, the hypotheses formed at the survey level are tested with specific-level assessment or "probing." The specific-level tests are developed from short-term instructional objectives of the curriculum the teacher is using and are the same objectives that potentially will appear in the student's instructional plan (Howell, 1986). For example, based on an error analysis of performance on a set of subtraction problems during the survey-level assessment, an evaluator may hypothesize that a student lacks a strategy for two-place subtraction with regrouping. The evaluator then would administer a probe that consists of a set of subtraction problems where most items require regrouping. In the final phase, the student's performance on the probe is compared to the explanations for failure generated in phase two. A decision is made if the hypotheses are correct or incorrect. If the evaluator's hypotheses are correct, the curricular task of two-place subtraction with regrouping will be listed as an instructional objective for the student. If the hypotheses were incorrect, the survey-level/specific-level cycle is repeated until causes for failure to perform the task can be identified.

The CBE model utilizes primarily production-type responses to assess student performance. Responses include such behaviors as writing responses to math fact problems or providing writing samples to analyze students' use of syntactical structures. Selection-type responses, such as circling the most appropriate word in a maze reading comprehension task or pointing to a letter that makes a specific sound, are prescribed for exact purposes, also. Additionally non-specific behaviors, such as requesting students to "tell the appropriate thing to do" when presented with a "situation" are suggested.

The focus of the material used to monitor students' progress is on short-term instructional objectives. In CBE, readministration of the test used during specific-level assessment is appropriate. For example, specific-level assessment probes may be repeated iteratively to monitor the effectiveness of the instructional intervention (Howell & Morehead, 1987). Instruction on a specific objective continues until the student reaches the acceptable performance level as indicated in the objective. The frequency of probe administration is not prescribed, partly because the curricular domains and the specific instructional objectives within each domain vary so widely. Student progress is assessed directly by measuring students' performance in materials drawn from the curriculum in which the student is receiving instruction.

With regards to the CBE test formats, Howell and Morehead (1987) suggest that the teacher or evaluator may use existing published materials, as long as the test items sufficiently match the curriculum objectives in the area of concern. If appropriate assessment instruments do not exist, however, tests must be constructed. Test selection depends on the level of assessment, survey or specific, being conducted. As stated previously, a variety of assessment instruments can be used for survey-level assessment, including norm-referenced tests. Published criterion-referenced tests (e.g., *Multilevel Academic Skills Inventory*) consisting of items that can be translated into instructional objectives are recommended for specific-level assessment, whenever possible. However, if published materials are not used, then extensive knowledge of test construction is required. Whether selecting or designing a test, Howell and Morehead (1987) provide a general set of guidelines. An evaluator necessarily would need to know how to translate objectives into test items, the number of test items to include given the objective, and appropriate types of measures to use, such as rate, accuracy, frequency, and duration, at a minimum.

The test formats in the basic academic areas described by Howell and his associates typically are short-duration (e.g., 1 minute) but vary up to 30 minutes depending on the task demands required by the instructional objective (e.g., writes the capitol city for each of the 50 states). Similar to the other CBA models presented, evidence for technical adequacy other than content validity of CBE procedures currently is lacking. Because CBE incorporates the use of published criterion- and norm-referenced tests, the reliability and validity varies depending on the specific measure used. With regards to content validity, however, Howell and his associates repeatedly stress the importance of selecting test items directly from students' curriculum and including a sufficient number of items to ensure the sample is representative of the instructional domain being tested (Howell & Morehead, 1987).

CBE can be extremely useful in the decision-making process regarding instructional content or treatment decisions (i.e., what to teach). However, support for the use of the CBE for educational decision making other than instructional planning is not evident in the literature. Howell and Morehead (1987) describe the use of CBE for providing information for making other special education decisions, including identification or eligibility and student progress monitoring. Many of their suggested procedures are derived from Deno and Mirkin's *Data-Based Program Modification* (1977). Determination of a handicapping condition is based on identifying whether a discrepancy exists between a student's expected and actual performance in the regular education curriculum. While Howell and Morehead (1987) state that "the comparison of a student's behavior to a standard is central to the process of evaluation" (p. 14), specific standardized procedures for determining this discrepancy are not given. For example, to determine a student's long-term performance discrepancy in an academic area, Howell and Morehead

(1987) suggest that the evaluator look at the scope of the curriculum that will be taught in the regular classroom and subtract the number of objectives the student has not met (actual performance) from the number of objectives the student has met (expected performance). Additionally, to determine the minimal competency performance level of an individual objective, the authors suggest a procedure to collect normative data on students in the regular classroom who the teacher believes are "successful" at performing the skill. Although the notion of comparing students current performance to that of their peers is similar to CBM conceptually, evaluators will need to create their own standardized procedures for establishing normative samples.

Similarly, standardized procedures for monitoring a student's progress towards specific objectives need to be developed by evaluators. The progress monitoring procedures used in CBE are broad evaluation strategies used in single-subject design and described originally in *Data-Based Program Modification* (Deno & Mirkin, 1977) and *Exceptional Teaching* (White & Haring, 1980).

Integration of CBA Models into Practice

Despite common goals of using instructional curricula to assess student performance and thereby improve individual student instructional programs, there are considerable theoretical and practical differences among the CBA models presented in this article. Substantial differences also are found in the levels of research on the technical adequacy and utility of the models. A summary of the models' characteristics is presented in Table 1.

Currently, these differences have not been well delineated in the professional literature. Although components of the models may be mixed in practice, an integrated understanding of, or the rationale for, the assessment may be lacking. Without a solid foundation of the purposes, strengths, and weaknesses of the various CBA models, confusion and poorly differentiated implementation are likely, decreasing the probability of effective use of CBA procedures in schools.

Practitioners can be confused potentially by articles that present research on one type of CBA and foster an illusion of "competition" between the CBA models. Most school psychologists may not distinguish between the different types and uses of CBA; and the professional literature, focusing on the publication of research, is not clarifying the similarities and differences. Three issues may limit the contributions of the research literature to a cohesive understanding of the CBA models. First, conducting and publishing research requires clearly defined and delimited independent and dependent variables, and the integration of CBA models in research presents problems in this regard. Second, other contingencies of reinforcement in higher education (e.g., the development of "unique" areas of expertise, quantity over quality) may inhibit the integration of different CBA practices in professional journal articles. Third, as with many alternative practices, articles often overstate or understate a model's applicability, understate the applicability of the other models, or fail to describe how the different models can be (and have been) merged in practice to provide effective school-based assessment and decision making.

We argue that researchers and practitioners alike need to understand and discriminate the specific CBA model(s) being examined. This discrimination is crucial because the strengths (or weaknesses) of one CBA model may not generalize to other models. Failure to distinguish models results in a hodgepodge of conflicting findings, outcomes, and recommendations. We propose that all CBA models be viewed in the context of: (a) data-based educational decision making, and (b) good educational assessment practices. First and foremost, educators need to recognize which educational decision they are being asked to make. Each decision may suggest a different CBA assessment strategy.

In recent professional school psychology literature, we have witnessed a call to link assessment to intervention. In fact,

TABLE 1

Summary of CBA Models by Comparative Features

Comparative Features	CBM-ID (Gickling)	CBM (Deno)	CR-CBA (Idol/Blankenship)	CBE (Howell)
Relationship to Assessment and Decision Making	Instructional Planning	Student Progress Monitoring	Instructional Planning	Instructional Planning
Evidence of Utility for Making Other Decisions	Indirect Montoring of Student Progress via ALT	Screening, Eligibility, Program Evaluation	No	No
Timing in Instructional Planning	Ongoing, with most of assessment *preceding* initial instruction	Ongoing, with most of assessment *after* initial instruction	Pre-testing and mastery testing, with most of assessment *preceding* initial instruction	Ongoing, with most of assessment *preceding* initial instruction
Type of Student Response	Production	Production	Varies	Varies
Focus of Material for Monitoring Progress	Short Term	Long Term	Short Term	Short Term
Test Formats	Short Duration	Short Duration	Varies	Varies
Data on Technical Adequacy	Content Validity, Construct Validity	Reliability, Criterion-Related Validity, Construct Validity	Content Validity	Content Validity

Adapted from D. Marson (1989). A curriculum-based measurement approach to assessing academic performance: What is it and why do it? In M R. Shinn (Ed.), *Curriculum-based measurement: Assessing special children.* New York: Guilford Press.

a special issue of *School Psychology Review* (Volume 15, 1986) was devoted to that topic (c.f., Fuchs & Fuchs, 1986b). CBA strategies provide important information for instructional planning decisions. The method of choice depends upon the type of decision, logistics, and training factors. CBA-ID assists in determining the ongoing appropriateness of the level (i.e., the "where") of instruction and does not require an extensive background in test development. In contrast, two other CBA methods emphasize information regarding the content (i.e., the "what") of instruction. CR-CBA provides procedures for sampling an extensive array of instructional objectives, but may require relatively sophisticated test construction skills. Additionally, CR-CBA may be the best available technology for assessing performance in secondary-level content area curricula. CBE also provides important information regarding the content of instruction. The careful task analysis of student errors in CBE may provide extremely critical information about the defective algorithms the student is using to solve problems that can lead directly to changes in teaching.

As important as it is to link assessment data to intervention planning, it is equally important to link intervention to an evaluation of its outcomes. Assessment for instructional planning focuses on what goes into the teaching plan. In contrast, systematic monitoring of student progress represents a commitment to demonstrated outcomes. Without the ongoing, formative assessment of student progress, we risk maintaining ineffective instructional programs, regardless of the nature or quality of the input assessment data. To ensure continuing student progress, we must assess student progress frequently and systematically.

All CBA models claim utility for evaluating student progress. Both CBA-ID and CBM propose frequent on-going assessment but with a different focus. CBA-ID is concerned with maintaining the *appropriateness* of the instruction in the short term. An inference is made that if appropriate instruction is maintained, student progress is inevitable. CBM's long-term focus contributes more directly to decisions to maintain effective instructional programs and modify ineffective programs. In areas other than basic skills, however, less is known about effective monitoring methods. Research is needed to demonstrate whether the evaluative approaches advocated by CR-CBA models are feasible logistically and result in the development of better instructional programs.

With respect to use of any CBA model for special education eligibility decision making with mildly handicapping conditions (i.e., LD, EMR, BD), school psychologists must keep in mind the controversial nature of *any* measurement procedure, including CBA. Currently, the validity of all decision-making practices is suspect (Reschly, et al, 1988) and many of the underlying issues regarding the allocation of special education services (e.g., limited general education teaching resources, special education as a dumping ground) cannot be redressed by CBA. Moreover, PL 94-142 requires that tests be validated for the purposes for which they are to be used in decision making with handicapped students. With the exception of CBM, no CBA model has demonstrated utility for making eligibility decisions. Advocates of CBM for eligibility decision making (Shinn, 1988; 1989) express great concern that the procedures will be used solely for traditional "child-find" activities without being linked to more effective interventions, however.

A quality educational assessment is tied to the development and introduction of effective educational interventions that work regardless of setting. Most certainly, the types of data required for this process go beyond CBA alone to include an assessment of student skills and motivation, the quality of instruction (i.e., teaching behaviors) and the curriculum (Lentz & Shapiro, 1986; Shapiro, 1987). Endorsement of any CBA model does not imply neglect of the need to use other procedures within a good educational assessment. The various models offer ways of directly assessing primarily student skills, although indirect information may be obtained about the other two. To develop better instructional programs for children, many skills (e.g., systematic observation, teacher interviewing, curriculum analysis) go hand in hand with CBA to comprise educational assessment repertoire.

In conclusion, we endorse Reschly's position (1988) that:

> Traditional behavior assessment strengths such as the use of the natural setting, a close tie between assessment, intervention, and evaluation, and promoting explicitly defined prosocial behaviors, are incorporated in CBA. The developing literature on CBA clearly indicates this methodology is not simple; nearly all of us will need considerable additional training through studying written materials, attending one or more workshops, and supervised practice. (p. 470)

If we wish to advance professional practice in educational assessment using CBA procedures, we must devote energy to producing and documenting data-based outcomes. Research regarding efficacy and utility of the different CBA models for specific educational decisions is required. This data base is necessary to inform practitioners about the specific CBA procedures that can be used to assist in redressing achievement problems. Only with more complete information on alternative assessment procedures can the likelihood of quality educational assessment be increased. Furthermore, a commitment to broad-based research integrating the various CBA models will facilitate the translation of research results into effective practice. Clearly, considerably more training, both in-service and pre-service, will be needed.

REFERENCES

Blankenship, C., & Lilly, S. (1981). *Mainstreaming students with learning and behavior problems: Techniques for the classroom teacher.* New York: Holt, Rinehart, & Winston.

Blankenship, C. (1985). Using curriculum-based assessment data to make instructional decisions. *Exceptional Children, 52*, 233-238.

Carver, R. P. (1974). Two dimensions of tests: Psychometric and edumetric. *American Psychologist, 29*, 512-518.

Coulter, W. A. (1988, November). Curriculum-based assessment: What's in a name? *National Association of School Psychologists Communique*, p. 13.

Deno, S. (1985). Curriculum-based measurement. The emerging alternative. *Exceptional Children, 52*, 219-232.

Deno, S. L. (1986). Formative evaluation of individual programs: A new role for school psychologists. *School Psychology Review, 15*, 358-374.

Deno, S. L. (1987). Curriculum-based measurement. *Teaching Exceptional Children, 20*, 41.

Deno, S. L., Marston, D., & Mirkin, P. K. (1982). Valid measurement procedures for continuous evaluation of written expression. *Exceptional Children, 48*, 368-371.

Deno, S. L., Marston, D., Mirkin, P. K., Lowry, L., Sindelar, P., & Jenkins, J. (1982). *The use of standard tasks to measure achievement in reading, spelling, and written expression: A normative and developmental study.* (Research Report No. 87). Minneapolis, MN: University of Minnesota Institute for Research on Learning Disabilities.

Deno, S. L., & Mirkin, P. K. (1977). *Data-based program modification: A manual.* Reston, VA: Council for Exceptional Children.

Deno, S. L., Mirkin, P. K., & Chiang, B. (1982). Identifying valid measures of reading. *Exceptional Children, 49*(1), 36-45.

Deno, S. L., Mirkin, P. K., Lowry, L., & Kuehnle, K. (1980). *Relationships among simple measures of spelling and performance on standardized achievement tests.* (Research Report No. 21). Minneapolis, MN: University of Minnesota Institute for Research on Learning Disabilities. (ERIC Document Reproduction Service No. ED 19 7 508).

Deno, S. L., Mirkin, P. K., & Wesson, C. (1984). How to write effective data-based IEPs. *Teaching Exceptional Children, 16*, 99-104.

Douville, D. (1988). *Status of the Early Intervention Project and Recommendations for 1988-1989.* Unpublished report. Hartford, CT.

Frisby, C. (1987). Alternative assessment committee report: Curriculum-based assessment. *CASP Today, 36*, 15-26.

Fuchs, L. S. (1986). Monitoring progress among mildly handicapped pupils: Review of current practice and research. *Remedial and Special Education 7*, 5-12.

Fuchs, L. S., & Deno, S. L. (1981). *The relationship between curriculum-based mastery measures and standardization achievement tests in reading* (Research Report No. 57). Minneapolis, MN: University of Minnesota, Institute for Research on Learning Disabilities. (ERIC Document Reproduction Service No. ED 212 662).

Fuchs, L. S., Deno, S. L., & Mirkin, P. K. (1984). The effects of frequent curriculum-based measurement and evaluation on pedagogy, student achievement, and student awareness of learning. *American Educational Research Journal, 21*, 449-460.

Fuchs, L. S., & Fuchs, D. (1986a). Curriculum-based assessment of progress towards long- and short-term goals. *Journal of Special Education, 20*, 69-82.

Fuchs, L. S., & Fuchs, D. (1986b). Linking assessment to instructional intervention: An overview. *School Psychology Review, 15*, 319-322.

Fuchs, L. S., Fuchs, D., & Deno, S. L. (1982). Reliability and validity of curriculum-based informal reading inventories. *Reading Research Quarterly, 18*, 6-26.

Fuchs, L. S., Fuchs, D., & Maxwell, L. (1988). The validity of informal reading comprehension measures. *Remedial and Special Education, 9*, 20-28.

Fuchs, L. S., & Shinn, M. R. (1989). Writing CBM IEP objectives. In M. Shinn (Ed.), *Curriculum-based measurement: Assessing special children* (pp. 132-154). School Psychology Practitioner's Series. New York: Guilford.

Germann, G., & Tindal, G. (1985). An application of curriculum-based assessment: The use of direct and repeated measurement. *Exceptional Children, 52*(3), 244-265.

Gickling, E. E., & Armstrong, D. L. (1978). Levels of instructional difficulty as related to on-task behavior, task completion, and comprehension. *Journal of Learning Disabilities, 11*, 559-566.

Gickling, E. E., & Havertape, J. (1981). *Curriculum-based assessment* (CBA). Minneapolis, MN: National School Psychology Inservice Training Network.

Gickling, E. E. (Speaker), & Rosenfield, S. (Producer), (1988). *Curriculum-based assessment with Ed Gickling* [videotape]. Philadelphia, PA: Temple University School Psychology Program.

Gickling, E. E., & Thompson, V. (1985). A personal view of curriculum-based assessment. *Exceptional Children, 52*, 205-218.

Gickling, E. E., Shane, R. L., & Croskery, K. M. (1989). Assuring math success for low-achieving high school students through curriculum-based assessment. *School Psychology Review, 18*.

Glaser, R. (1988). *Cognitive and environmental perspectives on assessing achievement.* Proceedings of the 1987 ETS Invitational Conference, Princeton, NJ: ETC.

Hargis, C. H. (1987). *Curriculum-based assessment: A primer*. Springfield, IL: Charles C Thomas.

Hayes, S. C., Nelson, R. O., & Jarrett, R. B. (1987). The treatment utility of assessment: A functional approach to evaluating assessment quality. *American Psychologist, 42*, 963-974.

Howell, K. W. (1986). Direct assessment of academic performance. *School Psychology Review, 15*, 324-335.

Howell, K. W., & DiGongi, S. A. (1988). Additional comments on Lombard. *NASP Communiqué, 16*, 4.

Howell, K. W., & Kaplan, J. S. (1980). *Diagnosing basic skills: A handbook for deciding what to teach.* Columbus, OH: Charles Merrill.

Howell, K. W., & Morehead, M. K. (1987). *Curriculum-based evaluation for special and remedial education.* Columbus, OH: Charles Merrill.

Idol-Maestas, L. (1983). *Special educator's consultation handbook.* Rockville, MD: Aspen Publication.

Idol, L., Nevin, A., & Paolucci-Whitcomb, P. (1986). *Models of curriculum-based assessment.* Rockville, MD: Aspen Publishers.

Jenkins, J. R., Deno, S. L., & Mirkin, P. K. (1979). Measuring pupil progress toward the least restrictive environment. *Learning Disability Quarterly, 2*, 81-92.

Lentz, F. E. (1988). Direct observation and measurement of academic skills: A conceptual review. In E. S. Shapiro & T. R. Kratochwill (Eds.), *Behavior assessment in schools* (pp. 76-120). New York: Guilford Press.

Lentz, F. E., & Shapiro, E. S. (1986). Functional assessment of the academic environment. *School Psychology Review, 15*, 346-357.

Marston, D. (1982). *The technical adequacy of direct, repeated measurement of academic skills in low-achieving elementary students.* Unpublished doctoral dissertation: University of Minnesota.

Marston, D. (1988). The effectiveness of special education: A time-series analysis of reading performance in regular and special education settings. *The Journal of Special Education, 21*, 13-26.

Marston, D. (1989). A curriculum-based measurement approach to assessing academic performance: What is it and why do it? In M. Shinn (Ed.), *Curriculum-based measurement: Assessing special children* (pp. 18-78). School Psychology Practitioner's Series. New York: Guilford.

Marston, D., & Magnusson, D. (1985). Implementing curriculum-based measurement in special and regular education settings. *Exceptional Children, 52*(3), 266-276.

Marston, D., & Magnusson, D. (1988). Curriculum-Based Assessment: District-Level Implementation. In J. Graden, J. Zins, and M. Curtis (Eds.), *Alternative educational delivery systems: Enhancing instructional options for all students* (pp. 137-172). Washington, DC: National Association of School Psychologists.

National School Psychology Inservice Training Network. (1984). *School psychology: A blueprint for training and practice.* Minneapolis, MN: University of Minnesota, Department of Psychoeducational Studies.

Popham, W. J., & Baker, E. L. (1970). *Systematic instruction.* Englewood Cliffs, NJ: Prentice-Hall.

Reschly, D. (1980). School psychologists and assessment in the future. *Professional Psychology, 11,* 841-848.

Reschly, D. (1988). Special education reform: School psychology revolution. *School Psychology Review, 17,* 459-475.

Reschly, D., Kicklighter, R., & McKee, P. (1988). Recent placement litigation. Part III: Analysis of differences in Larry P., Marshall, and S-1 and implications for future practices. *School Psychology Review, 17,* 39-50.

Salvia, J., & Ysseldyke, J. (1988). *Assessment in special and remedial education* (4th edition). Boston: Houghton-Mifflin.

Shapiro, E. S. (1987). *Behavioral assessment in school psychology.* Hillsdale, NJ: Lawrence Erlbaum.

Shinn, M. R. (1988). Development and use of local norms for curriculum-based measurement. *School Psychology Review, 17,* 61-80.

Shinn, M. R. (1989). Problem identification: Screening and identification of students with academic problems. In M. Shinn (Ed.), *Curriculum-based measurement: Assessing special children* (pp. 92-131). School Psychology Practitioner's Series. New York: Guilford.

Shinn, M. R., & Marston, D. (1985). Differentiating mildly handicapped, low-achieving and regular education students: A curriculum-based approach. *Remedial and Special Education, 6,* 31-45.

Shinn, M. R., Tindal, G., & Stein, S. (1988). Curriculum-based assessment and the identification of mildly handicapped students: A research overview. *Professional School Psychology, 3,* 69-85.

Snow, R. E. (1988). *Progress in measurement, cognitive science, and technology that can change the relation between instruction and assessment.* Proceedings of the 1987 ETS Invitational Conference, Princeton, NJ: ETS.

Thomas, A. (1987). An interview with James Ysseldyke. *NASP Communiqué, 16,* 10-11.

Tindal, G., Fuchs, L. S., Fuchs, D., Shinn, M. R., Deno, S. L., & Germann, G. (1985). Empirical validation of criterion-referenced tests. *Journal of Educational Research, 78,* 203-209.

Tindal, G., & Germann, G. (1985). Models of direct measurement in the determination of eligibility, monitoring of student progress, and the evaluation of program effects. *British Columbia Journal of Special Education, 9,* 365-382.

Tindal, G. A., Shinn, M. R., & Germann, G. (197). The effect of different metrics on interpretations of change in program evaluation. *Remedial and Special Education, 8,* 19-28.

Tindal, G., Wesson, C., Deno, S. L., Germann, G., & Mirkin, P. K. (1985). The Pine County Model for Special Education Delivery: A Data-based System. In T. Kratochwill (Ed.), *Advances in school psychology: Volume IV* (pp. 223-250). Hillsdale, NJ: Lawrence Erlbaum Assoc.

Tucker, J. (1985). Curriculum-based assessment: An introduction. *Exceptional Children, 52,* 199-204.

White, O. R., & Haring, N. G. (1980). *Exceptional teaching* (2nd Edition). Columbus, OH: Charles Merrill.

Will, M. (1988). Educating students with learning problems and the changing role of the school psychologist. *School Psychology Review, 17,* 476-478.

SECTION III

Understanding a Computer Search of ERIC and ECER Documents

Understanding a Computer Search of ERIC and ECER Documents

This section provides information on:

(1) how to read citations from the ERIC and ECER databases.

(2) how to locate and/or order journal articles and other documents from libraries, ERIC Document Reproduction Service (EDRS), and University Microfilms International (UMI).

How Are Citations Arranged?

This Computer Search Reprint is derived from two databases: 1) the ERIC database which contains over 400,000 journal annotations and 300,000 education related document abstracts and, 2) the Exceptional Child Education Resources (ECER) database which supplements ERIC and contains more than 70,000 abstracts of published literature in special education. Because it is not possible to merge these databases, there are two sections to your search. The first section is drawn from the ERIC database and the second section includes additional abstracts from the ECER database. Each section is arranged alphabetically by author.

What Information is Provided?

Each reference contains three sections: bibliographic information, indexing information, and an abstract of the document. (NOTE: Journal article citations from the ERIC database, those with an EJ number, may have no abstract or only a brief annotation.

(1) The bibliographic section provides:

- a. Document identification or order number (ED, EJ, or EC)
- b. Publication date
- c. Author
- d. Title
- e. Source or publisher
- f. Availability (most documents are not available from the Clearinghouse or CEC)

(2) The descriptors and identifiers indicate the subject matter contained in the document.

(3) The abstract provides an overview of document contents.

Sample references are enclosed to clarify the various parts of a citation.

How Do You Locate Actual Copies of Journal Articles, Documents, and Products Listed in Your Search?

Four basic types of references will appear in your search:

(1) Journal articles
(2) Documents available from the ERIC system

(3) Commercially published materials
(4) Doctoral dissertations

Please note that CEC Information Services/ERIC Clearinghouse on Handicapped and Gifted Children does not provide copies of any of the documents or articles in your search except those published by CEC.

Journal Articles

Copies of journal articles can usually be obtained from one or more of these sources:

a. The periodical collection of a library
b. The journal publisher (see Source Journal Index enclosed for addresses of publishers)
c. University Microfilms International or other article reprint services

A reprint service is available from University Microfilms International (UMI) for many of the journals cited in your search. A note may appear in the citation that a reprint is available from UMI. If not, check the Source Journal Index enclosed, the journal list in the front of a recent issue of Current Index to Journals in Education (CIJE), or call UMI. Check the latest issue of CIJE for current UMI prices.

UMI articles are reproduced to approximately original size, to a maximum of 8 1/2 x 11 inches. All material on a page is copied, including advertising. Line drawings such as maps, tables, or illustrations are reproduced with close approximation to the originals. Photographs do not reproduce well, but arrangements can be made for special high-quality reproduction on photographic paper. The scheduled turnaround time from UMI is three days, and the price includes postage via first class mail.

Please include author, title of article, name of journal, volume, issue number, and date for each article required.

Send to:

Article Copy Service - CIJE
University Microfilms International
300 N. Zeeb Road
Ann Arbor, MI 48106
800/521-0600

ERIC Documents

ERIC documents will have an ED number (ED followed by six digits) in the first line of the citation. Many of these documents are part of the ERIC Microfiche Collection. There are over 600 libraries in the U.S. which subscribe to the ERIC Microfiche Collection. In these libraries you can see and often make copies of these documents (for a minimal fee). If you would like to know the location of the ERIC Microfiche Collection nearest you, you can call CEC/ERIC at 703/264-9474.

Copies of most ERIC documents are also available from the ERIC Document Reproduction Service (EDRS). You can use the order form enclosed to order these documents. (Please note: The EDRS prices quoted in the citation may be out of date. Use the current EDRS order form enclosed to compute the correct price based on the number of pages of the document)

To find out if a document is available from EDRS, check the first line of the citation for an ERIC Document number (an ED followed by six digits). Occasionally, you will see ED followed by an abbreviation for a month and the letters RIE (e.g., EDJUNRIE). This indicates that the ED number was not available when the abstract was produced, but the document will be available from EDRS. Next to "EDRS" you may also find one of these notations:

Not available -	This document is not available from EDRS. Check the citation for another source of availability.
MF;HC	- The document is available from EDRS in either a microfiche or paper copy format.
MF	- The document is only available on microfiche.

Commercially Published Materials

Citations of commercially published materials (books, films, cassettes, training packages, and other materials) will include the publisher's name and address and a price (whenever possible). If you cannot find these materials in a library or resource center, they can be purchased from the publisher.

Doctoral Dissertations

Copies of doctoral dissertations may be purchased from University Microfilms International (UMI). The address for ordering, order number, and prices are provided in the citations.

If you have any questions about your computer search, you are welcome to call CEC/ERIC at 703/264-9474.

SAMPLE REFERENCES

ERIC Document

ERIC accession number (Use this number when ordering microfiche or paper copies.)

Clearinghouse accession number

Number of pages (Use this figure to compute cost of document from EDRS.)

ED166873 EC113364

Title

PROJECT S.P.I.C.E.: SPECIAL PARTNERSHIP IN CAREER EDUCATION. CAREER/EDUCATIONAL AWARENESS TEACHING MODULE.

Author(s)

EMERSON, DEBBY H., AND OTHERS

Institution(s)

VOLUSIA COUNTY SCHOOLS, DAYTONA BEACH, FLA.

Publication date

SEP 78 132P.; FOR THE FINAL REPORT, THE IMPLEMENTATION GUIDE, AND OTHER MODULES, SEE EC 113 361-368

Additional information (such as legibility and related documents)

SPONSORING AGENCY: OFFICE OF CAREER EDUCATION (DHEW/OE), WASHINGTON, D.C.

Bureau No.: 554AH70701

Grant No.: G0077C0050

EDRS MF, PC (indicates document is available in microfiche and paper copy. See price codes chart on EDRS order form.

EDRS PRICE MF01/ PC06 PLUS POSTAGE.

Language: ENGLISH

Geographic Source: U.S./FLORIDA

Summary

THE CAREER/EDUCATIONAL AWARENESS TEACHING MODULE IS ONE OF A SERIES OF SIX MODULES PREPARED BY PROJECT SPICE (SPECIAL PARTNERSHIP IN CAREER EDUCATION) AS A MEANS OF PROVIDING CAREER AWARENESS INFORMATION TO EDUCABLE MENTALLY HANDICAPPED STUDENTS (AGES 11-TO-13 YEARS). AFTER AN OVERVIEW, A MIDDLE PROFILE IS PROVIDED WHICH CHARTS THE ACTIVITIES AND RESOURCES OR MATERIALS NEEDED. THE OBJECTIVES OF THE MODULE ARE TO ENABLE THE STUDENT TO NAME 10 WORKER TITLES, NAME THE SCHOOL SUBJECT MOST NEEDED BY EACH, NAME THE LEVEL OF EDUCATION REQUIRED FOR EACH FROM A LIST OF 10 WORKER TITLES, NAME THREE JOBS WHICH NEED THE MOST EDUCATION/TRAINING FROM A LIST OF 10 WORKER TITLES, AND NAME THREE JOBS WHICH NEED THE LEAST EDUCATION/TRAINING FROM THE SAME LIST. APPENDED ARE STUDENT RESOURCE MATERIALS. ALSO INCLUDED IS THE PROJECT SPICE ACTIVITY BOOK, WHICH WAS DESIGNED TO REINFORCE STUDENTS LEARNING. (PHR)

Abstractor's initials

Descriptors: ACTIVITY UNITS/ *CAREER AWARENESS/ *CAREER EDUCATION/ CURRICULUM/ *EDUCABLE MENTALLY HANDICAPPED/ *LEARNING MODULES/ *RESOURCE MATERIALS/ SECONDARY EDUCATION/ TEACHING GUIDES/ TEACHING METHODS

Identifiers: *PROJECT SPICE/ *SPECIAL PARTNERSHIP IN CAREER EDUCATION

Identifiers—Indexing terms not included in the *Thesaurus of ERIC Descriptors*

Descriptors—Indexing terms from the *Thesaurus of ERIC Descriptors* (Asterisks indicate major concepts.)

*Note: EDRS MF indicates microfiche reproduction only.

(over)

Commercially Published Material

Clearinghouse accession number

EC104089

Title → School Stress and Anxiety: Theory, Research and Intervention.

Author(s) → PHILLIPS, BEEMAN N.

Publication date → 1978- 165P. ← Number of pages

Publisher → HUMAN SCIENCES PRESS, 72 FIFTH AVE., NEW YORK, NY 10011

Price → ($9.95).

EDRS: NOT AVAILABLE

Indicates book is not available from the ERIC Document Reproduction Service.

Journal Article

Clearinghouse accession number

EC102984

Title → Teacher Identification of Elementary School Children with Hearing Loss.

Author(s) → NODAR, RICHARD H.

Journal title, volume, date, and pagination → LANGUAGE, SPEECH, AND HEARING SERVICES IN SCHOOLS; V9 N1 P24-28 JAN 1978; 1978-JAN 5P.

EDRS: NOT AVAILABLE

Indicates journal is not available from the ERIC Document Reproduction Service

ECER Source Journal Index

CEC regularly receives more than 200 journals that are scanned for material concerning exceptional children. Articles selected on the basis of established criteria are abstracted and indexed for EXCEPTIONAL CHILD EDUCATION RESOURCES (ECER). Some of these articles are indexed and submitted for announcement in CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE), an Educational Resources Information Center (ERIC) publication. The following list is of journals from which articles were abstracted (current, April 1990).

** **Academic Therapy**, Pro-ed Journals, 8700 Shoal Creek Blvd., Austin TX 78758-6897

* **ACEHI Journal**, University of Alberta, Dept. of Educ. Psychology, 6-102 Education North, Edmonton, Alberta, T6G 2G5 Canada

Advanced Development, Snowpeak Publishing Co., Inc., P.O. Box 3489, Littleton, CO 80122

** **American Annals of the Deaf**, 814 Thayer Ave., Silver Spring, MD 20910

American Education, Superintendent of Documents, U.S. Government Printing Office, Washington DC 20402

American Journal of Art Therapy, Vermont College of Norwich University, Montpelier VT 05602

* **American Journal of Occupational Therapy**, 6000 Executive Boulevard, Suit 200, Rockville MD 20852

** **American Journal on Mental Retardation**, 1719 Kalorama Rd., NW, Washington DC 20009

American Rehabilitation, Superintendent of Documents, U.S.G.P.O., Washington DC 20402

** **Analysis and Intervention in Developmental Disabilities**, Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford NY 10523 (Incorporated in **Research in Developmental Disabilities**)

** **Annals of Dyslexia**, The Orton Dyslexia Society, 724 York Rd., Baltimore MD 21204 (Formerly Bulletin of the Orton Society)

Archives of Disease in Childhood, B.M.A. House, Tavistock Sq., London WC1H 9JR England

Art Therapy, The American Art Therapy Association, Inc., 5999 Stevenson Ave., Alexandria VA 22304

Arts in Psychotherapy, Ankho International, Inc., 7374 Highbridge Terrace, Fayetteville NY 13066

* **ASHA**, American Speech and Hearing Association Journal, 10801 Rockville Pike, Rockville MD 20852

Assignment Children (Les Cannets de L'Enfance), UNICEF, Palais Wilson, C.P. 11, 1211, Geneve 4, Suisse

Augmentative and Alternative Communication (AAC), Williams & Wilkins, 428 E. Preston St., Baltimore MD 21202

Australasian Journal of Special Education, Business Mgr., 3 Ocean View Crescent, Mt. Osmond, S. Australia 5064

** **Australia and New Zealand Journal of Developmental Disabilities**, P.O. Box 255, Carlton, South Victoria 3053, Australia, F.W. Faxon Co., Inc., 15 Southwest Park, Westwood MA 02090

Australian Journal of Remedial Education, 319 High St., Kew 131, Australia

* **B.C. Journal of Special Education**, Special Education Association, British Columbia, 2031 Long St., Kelowna BC V1Y 6K6, Canada

Behavior in our Schools, Buena Vista College, Fourth & College Sts., Storm Lake, IA 50588

* **Behavior Modification**, Sage Publications, 2111 W. Hillcrest Drive, Newbury Park CA 91320

** **Behavioral Disorders**, Council for Children with Behavior Disorders, Indiana University, 2805 E. 10th St., Bloomington IN 47401

Behaviour Problems Bulletin, Victoria College-Burwood Campus, 221 Burwood Highway, Burwood, Victoria 3125 Australia

British Journal of Physical Education, Ling House, 162 King's Cross Road, London WC1X 9DH England

** **British Journal of Special Education** (formerly **Special Education Forward Trends**), National Council for Special Education, 12 Hollycroft Avenue, London NW3 7QL, England

British Journal of Visual Impairment, c/o South Regional Assn. for the Blind, 55 Eton Ave., London NW3, England 3ET

Bulletin of the Tokyo Metropolitan Rehabilitation Center for the Physically & Mentally Handicapped, 43 Toyama-cho, Shinjuku-ku, Tokyo, Japan

** **Canadian Journal of Special Education**, University of British Columbia, 2125 Main Hall, Vancouver B.C. Canada V6T 1Z5

** **Career Development for Exceptional Individuals**, Division on Career Development, Council for Exceptional Children, 1920 Association Dr., Reston VA 22091

CEDR Quarterly, Phi Delta Kappa, PO Box 789, Bloomington IN 47401

Challenge: Reaching & Teaching the Gifted Child, Box 299, Carthage IL 62321-0299

* **Child Abuse and Neglect, The International Journal**, Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford NY 10523

* **Child and Family Behavior Therapy**, Haworth Press, 149 Fifth Ave., New York NY 10010

Child & Youth Services, The Haworth Press, Inc., 28 E. 22nd St., New York NY 10010

* **Child: Care, Health and Development**, Blackwell Scientific Publications, Ltd., Osney Mead, Oxford OX20EL England

** **Child Care Quarterly**, Human Sciences Press, 72 Fifth Ave., New York NY 10011

Child Psychiatry and Human Development, Human Sciences Press, 72 Fifth Ave., New York, NY 10011

** **Child Welfare**, 67 Irving Place, New York NY 10003

Children & Youth Services Review, Pergamon Press, Fairview Park, Elmsford NY 10523

Children's Health Care, Association for the Care of Children's Health, 3615 Wisconsin Ave., NW, Washington DC 20016

Children's Legal Rights Journal, William S. Heen & Co., Inc., 1285 Main St., Buffalo NY 14209

The Clinical Neuropsychologist, SWETS, North America, Inc., Box 517, Berwyn PA 19312

Creative Child & Adult Quarterly, 8080 Springvalley Dr., Cincinnati OH 45236

Creativity Research Journal, 320 South Stanford St., La Habra CA 90631

Deaf American, 5125 Radnor Road, Indianapolis IN 46226

* **Developmental Medicine and Child Neurology**, J.B. Lippincott Co., East Washington Sq., Philadelphia PA 19105

** **Diagnostique**, Bulletin of the Council for Educational Diagnostic Services, The Council for Exceptional Children, 1920 Association Dr., Reston VA 22091

Directive Teacher, The Ohio State University, 356 ARPs Hall, 1945 N. High St., Columbus OH 43210

Disability, Handicap and Society, Carfax Publishing Co., 85 Ash St., Hopkinton MA 01748

Disabled U.S.A., President's Committee on Employment of the Handicapped, Washington DC 20210

Early Years, Allen Raymond Inc., Hale Lane, Darien CT 06820

Educating Able Learners, GSI, *EAL*, P.O. Box 11388, Ft. Worth, TX 76110-0388

** **Education and Training in Mental Retardation**, 1920 Association Drive, Reston VA 22091

* **Education and Treatment of Children**, Clinical Psychology Publishing Co., Inc., 4 Conant Square, Brandon, VT 05733

Education of the Visually Handicapped, see **RE:view**

Entourage, G. Allen Roehr Institute, Kinsmen Bldg., York University Campus, 4700 Keele St., Downview, Ontario M3J 1P3

* **European Journal of Special Needs Education**, NFER-Nelson, Darville House, 2 Oxford Road East, Windsor, SL4 1DF, United Kingdom

The Exceptional Child, see International Journal of Disability, Development, and Education

** **Exceptional Children**, 1920 Association Drive, Reston VA 22091

* **Exceptionality: A Research Journal**, Springer-Verlag New York, Inc., 175 Fifth Avenue, New York NY 10010

** **Exceptional Parent**, 1170 Commonwealth Ave., 3rd Floor, Boston MA 02134

Focus on Autistic Behavior, Pro-ed, 8700 Shoal Creek Blvd., Austin, TX 78758-6897

** **Focus on Exceptional Children**, Love Publishing Co., 1777 S. Bellaire St., Denver, CO 80222

Gallaudet Today, Office of Alumni & Public Relations, Kendall Green NW, Washington DC 20002

** **Gifted Child Quarterly**, National Assn. of Gifted Children, 4175 Lovell Rd., Box 30–Ste. 140, Circle Pines, MN 55014

** **The Gifted Child Today (GCT)**, P.O. Box 637, Holmes PA 19043

* **Gifted Education International**, AB Academic Publishers, P.O. Box 97, Berkhamsted, Herts HP4 2PX, England

Gifted International, Trillium Press, P.O. Box 209, Monroe, NY 10950

* **Infants and Young Children**, Aspen Publishers, Inc., 1600 Research Blvd., Rockville MD 20850

Interaction, AAMR, The National Assn. on Intellectual Disability, National Office, GPO Box 647, Canberra Act 2601, Australia

* **International Journal of Disability, Development, and Education**, (formerly **The Exceptional Child**), Serials Section, Main Library, University of Queensland, St. Lucia, Brisbane 4067, Australia

* **International Journal of Rehabilitation Research**, Hans-Bunte–STR-18, D–6900 Heidelberg 1, Federal Republic of Germany

** **International Journal of Special Education**, University of British Columbia, Vancouver BC V6T 1W5 Canada

Issues in Law and Medicine, P.O. Box 1586, Terre Haute IN 47808-1586

The Japanese Journal of Special Education, % Institute of Special Education, University of Tsukuba, Sakwa-Mura, Nii Hari-Gun, Ibaraki-Ken 305 Japan

** **Journal for the Education of the Gifted**, University of North Carolina Press, P.O. Box 2288, Chapel Hill, NC 27515–2288

* **Journal for Vocational Special Needs Education**, Center for Vocational Personnel Preparation, Reschini House, Indiana University of Pennsylvania, Indiana PA 15705

Journal of Abnormal Child Psychology, Plenum Publishing Corp., 227 W. 17th Street, New York NY 10011

Journal of Abnormal Psychology, American Psychological Assn., 1200 17th St., NW, Washington DC 20036

*** **Journal of Applied Behavior Analysis**, University of Kansas, Lawrence KS 66044

* **Journal of Applied Rehabilitation Counseling**, National Rehabilitation Counseling Association, 1522 K St. N.W., Washington DC 20005

Journal of Autism & Childhood Schizophrenia (See **Journal of Autism & Developmental Disorders**)

* **Journal of Autism & Developmental Disorders**, Plenum Publishing Corp., 227 W. 17th Street, New York NY 10011

* **Journal of Childhood Communication Disorders**, Bulletin of the Division for Children with Communication Disorders, The Council for Exceptional Children, 1920 Association Drive, Reston VA 22091

Journal of Clinical & Experimental Neuropsychology, SWETS North America, Inc., Box 517, Berwyn PA 19312

Journal of Clinical Child Psychology, American Psychological Assn., Child Study Center, 1100 NE 13th St., Oklahoma City, OK 73117

* **Journal of Communication Disorders**, American Elsevier Publishing Co., 52 Vanderbilt Avenue, New York NY 10014

** **Journal of Creative Behavior**, Creative Education Foundation, Inc., 437 Franklin St., Buffalo, NY 14202

* **Journal of Early Intervention** (formerly **Journal of the Division for Early Childhood,**), The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091

Journal of General Psychology, Journal Press, 2 Commercial St., Provincetown MA 02567

Journal of Genetic Psychology, Journal Press, 2 Commercial St., Provincetown MA 02657

* **Journal of Head Trauma Rehabilitation**, Aspen Publishers, Inc., 7201 McKinney Circle, Frederick MD 21701

** **Journal of Learning Disabilities**, Pro-Ed, 5341 Industrial Oaks Blvd., Austin, TX 78735–8809

Journal of Music Therapy, Box 610, Lawrence KS 66044

Journal of Pediatric Psychology, Plenum Publishing Corp., 227 W. 17th St., New York, NY 10011

Journal of Pediatrics, 11830 Westline Industrial Drive, St. Louis MO 63141

** **Journal of Reading, Writing, & Learning Disabilities, International**, Hemisphere Publishing Corporation, 79 Madison Ave., New York NY 10016-7892

Journal of Rehabilitation, National Rehabilitation Assn., 633 S. Washington St., Alexandria VA 22134-4193

* **Journal of Special Education**, Pro-Ed, 5341 Industrial Oaks Blvd., Austin, TX 78735–8809

** **Journal of Special Education Technology**, Peabody College, Box 328, Vanderbilt University, Nashville TN 37203

** **Journal of Speech & Hearing Disorders**, American Speech and Hearing Assn., 10801 Rockville Pike, Rockville MD 20852

** **Journal of Speech & Hearing Research**, American Speech and Hearing Assn., 10801 Rockville Pike, Rockville MD 20852

Journal of the Academy of Rehabilitative Audiology, JARA, Communicative Disorders, Communication Arts Center 229, University of Northern Iowa, Cedar Falls IA 50614

Journal of the American Academy of Child Psychiatry, 92 A Yale Station, New Haven, CT 06520

Journal of the American Deafness and Rehabilitation Association, 814 Thayer Avenue, Silver Spring MD 20910

** **Journal of the Association for Persons with Severe Handicaps** (JASH) (formerly **AAESPH Review**), 7010 Roosevelt Way, N.E., Seattle WA 98115

* **Journal of the Division for Early Childhood, see Journal of Early Intervention**

** **Journal of Visual Impairment and Blindness** (formerly **New Outlook for the Blind**), American Foundation for the Blind, 15 W. 16th St., New York NY 10011

Kappa Delta Pi Record, 343 Armory Bldg., University of Illinois, Chicago, IL 61820

** **Language Speech & Hearing Services in Schools**, American Speech and Hearing Assn., 10801 Rockville Pike, Rockville MD 20852

* **Learning Disabilities Focus**, The Council for Exceptional Children, 1920 Association Dr., Reston VA 22091

* **Learning Disabilities Research**, Division of Learning Disabilities, The Council for Exceptional Children, 1920 Association Drive, Reston VA 22091

** **Learning Disability Quarterly**, Council for Learning Disabilities, P.O. Box 40303, Overland Pk KS 66204

** **Mental Retardation**, 1719 Kalorama Rd. NW, Washington DC 20009

Mental Retardation and Learning Disability Bulletin, Faculty of Education, 4-116 Education North, University of Alberta, Edmonton, Canda T6G 2G5

Mental Retardation Systems, % Training & Evaluation Service, Waukegan Developmental Center, Dugdale Circle, Waukegan IL 60085

Milieu Therapy, Avalon Center Schools, Old Stockbridge Road, Lenox MA 01240

* **Music Educators Journal**, Music Educators Assoc., 1902 Association Dr., Reston VA 22091

Narem Journal, Curriculum Development Center, Ministry of Education, Kuala Lumpur, Malaysia

National Forum of Special Education, NFSE Journal, 1705 Plantation Drive, Alexandria LA 71301

Occupational Therapy in Health Care, The Haworth Press, Inc., 28 E. 22nd St., New York NY 10010

Parents Voice, Journal of the National Society of Mentally Handicapped Children, Pembridge Square, London W2 4EP, England

Pediatrics, PO Box 1034, Evanston IL 60204

** **Perspectives in Education and Deafness** (formerly **Perspectives for Teachers of the Hearing Impaired**), Gallaudet University, Precollege Programs, 800 Florida Ave. N.E., Washington DC 20002

Physical Therapy, 1156 15th Street NW, Washington DC 20005

Pointer, See Preventing School Failure

* **Preventing School Failure**, Heldref Publications, 4000 Albemarle St. NW, Suite 302, Washington DC 20016

Rehabilitation Digest, One Yonge Street, Suite 2110, Toronto, Ontario M5E 1E8, Canada

Rehabilitation World, RIUSA 1123 Broadway, New York NY 10010

** **Remedial and Special Education (RASE)**, PRO-ED, 5341 Industrial Oaks Blvd., Austin TX 78735 (Incorporating **Exceptional Education Quarterly**, **Journal for Special Educators**, and **Topics in Learning and Learning Disabilities**)

* **Research in Developmental Disabilities** (combines **Analysis & Intervention in Developmental Disabilities** and **Applied Research in Mental Retardation**), Pergamon Press, Fairview Park, Elmsford, NY 10523

Residential Treatment for Children and Youth, The Haworth Press, Inc., 75 Griswold St., Binghamton NY 13904

** **Re:view** (formerly **Education of the Visually Handicapped**), Heldref Publications, 4000 Albemarle St., N.W., Washington DC 20016

** **Roeper Review**, Roeper City & Country School, 2190 N. Woodward Avenue, Bloomfield Hills MI 48013

School Media Quarterly, American Association of School Librarians, 50 E. Huron St., Chicago IL 60611

* **School Psychology Review**, 300 Education Bldg., Kent State University, Kent OH 44242

Sharing Our Caring, Caring, P.O. Box 400, Milton WA 98354

Slow Learning Child, See Exceptional Child

** **Social Work**, 49 Sheridan Avenue, Albany NY 12210

Special Education: Forward Trends, see **British Journal of Special Education**

Special Education in Canada, see **Canadian Journal for Exceptional Children**

****__Special Services in the Schools__, The Haworth Press, Inc., 12 West 32nd St., New York NY 10117-0200

Support for Learning, Longman Group, Subscriptions Dept., Fourth Ave., Harlow, Essex CM19 5AA England

Teacher of the Deaf, 50 Topsham Road Exeter EX24NF, England

#*__Teacher Education and Special Education__, Special Press, Suite 2107, 11230 West Ave., San Antonio TX 78213

#*__TEACHING Exceptional Children__, 1920 Association Drive, Reston VA 22091

Techniques, CPPC Techniques, 4 Conant Square, Brandon, VT 05733

#*__Topics in Early Childhood Special Education__, Pro-Ed, 5341 Industrial Oaks Blvd., Austin TX 78735

#*__Topics in Language Disorders__, Aspen Systems Corporation, 16792 Oakmont Ave., Gaithersburg MD 20877

The Tower Review, College of Education, Central State University, Edmond OK 73034-0120

Training Quarterly on Developmental Disabilities (formerly **Training Quarterly on Mental Retardation**), Temple University Woodhaven Center, 2900 Southampton Rd., Philadelphia PA 19154

#*__Volta Review__, 3417 Volta Place NW, Washington DC 20007

#Copies of journal articles available from UMI, University Microfilms International, 300 N. Zeeb Rd., Ann Arbor, MI 48106, 800/732-0616.

*Journals monitored for CIJE.

**Copies of journal articles available from Multimedia, Ltd., 158 Pearl St., Toronto, Ontario M5H IL3.

***Copies of journal articles available from University of Kansas, Dept. of Human Development, Lawrence, KS 66045.

****Copies of journal articles available from Library Sales Representative, The Haworth Press, 75 Griswold St., Binghamton, NY 13904.

GENERAL INFORMATION

1. PRICE LIST
The prices set forth herein may be changed without notice; however, any price change is subject to the approval of the Contracting Officer/USED/Office of Educational Research & Improvement/Contracts and Grants Management Division.

2. PAYMENT
The prices set forth herein do not include any sales, use, excise, or similar taxes that may apply to the sale of microfiche or paper copy to the Customer. The cost of such taxes, if any shall be borne by the Customer.

Payment shall be made net thirty (30) days from date of invoice. Payment shall be without expense to CMC.

3. REPRODUCTION
Express permission to reproduce a copyrighted document provided hereunder must be obtained from the copyright holder noted on the title page of such copyrighted document.

4. CONTINGENCIES
CMC shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure or delay (a) is due to events beyond the control of CMC including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortage, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments; (b) is due to failures of performances of subcontractors beyond CMC's control and without negligence on the part of CMC; or (c) is due to erroneous or incomplete information furnished by Customer.

5. LIABILITY
CMC's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall CMC be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

6. WARRANTY
CMC MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OR MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

7. QUALITY
CMC will replace products returned because of reproduction defects or incompleteness. The quality of the input document is not the responsibility of CMC. Best available copy will be supplied.

8. CHANGES
No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of CMC.

9. DEFAULT AND WAIVER

a. If Customer fails with respect to this or any other agreement with CMC to pay any invoice when due or to accept any shipment as ordered, CMC, may without prejudice to other remedies, defer any further shipments until the default is corrected, or may cancel the order.

b. No course of conduct nor any delay of CMC in exercising any right hereunder shall waive any rights of CMC or modify this Agreement.

10. GOVERNING LAW
This Agreement shall be construed to be between merchants. Any question concerning its validity, construction, or performance shall be governed by the laws of the State of New York.

11. DEPOSIT ACCOUNTS
Customers who have a continuing need for ERIC documents may open a Deposit account by depositing a minimum of $250.00. Once a deposit account is opened, ERIC documents will be sent upon request, and the account charged for the actual cost and postage. A monthly statement of the account will be furnished.

12. PAPER COPY (PC)
A paper copy (PC) is a xerographic reproduction, on paper, of the original document. Each paper copy has a Vellum Bristol cover to identify and protect the document.

13. FOREIGN POSTAGE
Postage for all countries other than the United States is based on the International Postage Rates in effect at the time the order is shipped. To determine postage allow 160 microfiche or 75 (PC) pages per pound. Customers must specify the exact classification of mail desired, and include the postage for that classification with their order. Payment must be in United States funds.

STANDING ORDERS SUBSCRIPTION ACCOUNTS

Subscription orders for documents in the monthly issue of **Resources in Education (RIE)** are available on microfiche from EDRS. The microfiche are furnished on a diazo film base and without envelopes at $0.091 per microfiche. If you prefer a silver halide film base the cost is $0.185 per microfiche and each microfiche is inserted into a protective envelope. SHIPPING CHARGES ARE EXTRA. A Standing Order Account may be opened by depositing $1,600.00 or submitting an executed purchase order. The cost of each issue and shipping will be charged against the account. A monthly statement of the account will be furnished.

BACK COLLECTIONS

Back collections of documents in all issues of **Resources in Education (RIE)** since 1966 are available on microfiche at a unit price of $0.085 per microfiche. The collections from 1966 through 1985 are furnished on a vesicular film base and without envelopes. Since 1986 collections are furnished on a Diazo film base without envelopes. SHIPPING CHARGES ARE EXTRA. For pricing information write or call Toll Free 1-800-227-ERIC (3742).

SPECIAL COLLECTIONS

Special collections of early (1956 to 1969) Office of Education Reports are also available from EDRS. These are: Office of Education Research Reports 1956-65; Pacesetters in Innovation, Fiscal Year 1966; Pacesetters in Innovation, Fiscal Year 1967; Pacesetters in Innovation, Fiscal Year 1968; Selected Documents on the Disadvantaged; Selected Documents on Higher Education; Manpower Research, Inventory for Fiscal Year 1966 and 1967; Manpower Research, Inventory for Fiscal Year 1968; Manpower Research, Inventory for Fiscal Year 1969. Please write or call for prices and shipping charges.

AIM/ARM MICROFICHE COLLECTIONS

Please write or call for prices and shipping charges.

ERIC CLEARINGHOUSE COLLECTIONS

Back collections of, or standing order subscriptions for current collections of, microfiche of individual ERIC Clearinghouses are available. Please write or call for prices and shipping charges.

ERIC CLEARINGHOUSE PUBLICATIONS

The ERIC Clearinghouses analyze and synthesize the literature of education into research reviews, bibliographies, state-of-the-art studies, interpretive studies on topics of high current interest and many similar documents designed to meet the information needs of ERIC users. Prices include shipping (except for foreign shipment).

1975 - 1977	$140.68	1980	$ 48.70	1983	$ 32.46	1986	$ 42.41
1978	$ 54.11	1981	$ 48.70	1984	$ 37.87		
1979	$ 48.70	1982	$ 48.70	1985	$ 37.87		

ERIC

DOCUMENT REPRODUCTION SERVICE
3900 WHEELER AVE ALEXANDRIA VA 22304-6409 1-800-227-3742
OPERATED BY
COMPUTER MICROFILM CORP
703-823-0500

EDRS

IMPORTANT INSTRUCTIONS TO COMPLETE THIS ORDER FORM

- **Order by 6 digit ED number**
- **Enter unit price**
- **Specify either Microfiche (MF) or Paper Copy (PC)**
- **Include shipping charges**

ALLOW 5 WORKING DAYS FOR EDRS TO PROCESS AND SHIP YOUR ORDER

ED NUMBER	NO. OF PAGES	NO. OF COPIES		UNIT PRICE	EXTENDED UNIT PRICE
		MF	PC		
TOTAL NO. OF PAGES		☒	☒	SUBTOTAL	
				VA RESIDENTS ADD 4.5% SALES TAX	
				SHIPPING CHARGES	
				TOTAL COST	

UNIT PRICE SCHEDULE

MICROFICHE (MF)

NUMBER FICHE EACH ED #	PRICE CODE	Price
1 to 5 (up to 480 pages)	MFO1	$.85
Each Additional microfiche (additional 96 pages)		.17

PAPER COPY (PC)

NUMBER PAGES EACH ED #	PRICE CODE	Price
1 to 25	PCO1	$2.00
Each additional 25 pages		$2.00

CHARTS FOR DETERMINING SHIPPING CHARGES

1st CLASS POSTAGE FOR

1-7 Microfiche ONLY	8-19 Microfiche ONLY	20-30 Microfiche ONLY	31-42 Microfiche ONLY	43-54 Microfiche ONLY	55-67 Microfiche ONLY	68-80 Microfiche ONLY
$0.25	$0.45	$0.65	$0.85	$1.05	$1.25	$1.45

UNITED PARCEL SERVICE CHARGES FOR CONTINENTAL U.S. SHIPMENTS ONLY

1 lb.	2 lbs.	3 lbs.	4 lbs.	5 lbs.	6 lbs.	7 lbs.	8 to 10 lbs.
81-160 MF or 1-75 PC PAGES	161-330 MF or 76-150 PC PAGES	331-500 MF or 151-225 PC PAGES	501-670 MF or 226-300 PC PAGES	671-840 MF or 301-375 PC PAGES	841-1010 MF or 376-450 PC PAGES	1011-1180 MF or 451-525 PC PAGES	1181-1690 MF 526-750 PC PAGES
Not to Exceed $2.10	Not to Exceed $2.60	Not to Exceed $3.05	Not to Exceed $3.46	Not to Exceed $3.79	Not to Exceed $4.04	Not to Exceed $4.32	Not to Exceed $4.74-$5.58

NOTE—Orders for 81 or more microfiche and all orders for paper copies (PC) will be shipped via United Parcel Service unless otherwise instructed

PAYMENTS: You may pay by

1. Enclosing CHECK or MONEY ORDER with your order. Foreign customer checks must be drawn on a U.S. bank.
2. Charge to a MASTERCARD or VISA account. Enter account number, card expiration date and signature. (EDRS also accepts telephone orders when charged to a MasterCard or VISA account.)
3. PURCHASE ORDERS: U.S customers may enclose an authorized original purchase order. No purchase orders are accepted from foreign customers.
4. Charge to a DEPOSIT ACCOUNT. Enter deposit account number and sign order form.

PLEASE INDICATE METHOD OF PAYMENT AND ENTER REQUIRED INFORMATION.

WE HONOR BOTH

☐ Check or Money Order ☐ Purchase Order (ATTACH ORIGINAL PURCHASE ORDER)

☐ MasterCard ☐ VISA

Account Number ______________________ Expiration Date __________

Signature ______________________________________

☐ Deposit Account Number ______________________________

Signature ______________________________________

ENTER "SHIP TO" ADDRESS ______________________________________

____

____

____

CALL TOLL FREE 1-800-227-ERIC (3742) 24 HOURS A DAY - 7 DAYS A WEEK

You can now FAX your orders 24 hours a day by dialing 703-823-0505 (Toll Call)

EFFECTIVE FEBRUARY 6 19

SECTION IV

ERIC Abstracts

DIALOG File 1: ERIC - 66-90/MAR.

EJ367433 EC201900
On Selecting "Considerate" Content Area Textbooks.
Armbruster, Bonnie B.; Anderson, Thomas H.
Remedial and Special Education (RASE), v9 n1 p47-52 Jan-Feb 1988
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); POSITION PAPER (120)
Journal Announcement: CIJJUL88
Target Audience: Practitioners

The article discusses three features of content area textbooks that make them relatively easy to read, understand, and learn from--structure, coherence, and audience appropriateness. For each feature, the article describes the research basis for the feature, outlines problems with existing textbooks, and presents suggestions for evaluating textbooks. (Author/JDD)

Descriptors: Coherence; *Content Area Reading; Difficulty Level; Elementary Secondary Education; Organization; *Readability; Reading Comprehension; *Reading Difficulties; Reading Research; *Textbook Evaluation; *Textbooks

EDI36238 CS003296
Analyzing Content Coverage and Emphasis: A Study of Three Curricula and Two Tests. Technical Report No. 26.
Armbruster, Bonnie B.; And Others
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Mar 1977
22p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: 400-76-0116
Report No.: TR-26
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEAUG77

Content related to reading comprehension, in three nationally used third grade reading curricula and two common standardized tests, was analyzed in order to discover congruencies and incongruencies in content coverage and emphases. Frequencies of exercises from the curriculum materials and of items from the standardized tests were calculated for 16 subcategories of reading comprehension. Results indicated that the texts differed widely in their relative emphases on reading comprehension and on particular reading comprehension subcategories. The two standardized tests were quite similar in relative emphasis on reading comPrehension, but their emphases were quite different from those of the texts. Only a small percentage of the skills emphasized in the curricula had counterparts on the standardized tests, and those tended to reflect factual items entailing locating information in presented materials, whereas two of the three curricula gave heavier emphasis to inferential comprehension skills. (AA)

Descriptors: Comparative Analysis; *Course Content; Grade 3 Primary Education; *Reading Comprehension; *Reading Research; *Reading Skills; *Reading Tests; *Textbook Content
Identifiers: *Center for the Study of Reading (Illinois)

EJ171788 EC101524
Examining the Benefits and Prevalence of Modality Considerations in Special Education
Arter, Judith A.; Jenkins, Joseph R.
Journal of Special Education, 11, 3, 281-98 F 1977
Language: ENGLISH
Journal Announcement: CIJE1978

Questions related to the validity, efficacy, and prevalence of the psychoeducational practice of modifying instruction in accord with children's relative modality strengths were examined in a research review and in a survey of 340 practicing special education teachers in Illinois. (Author/DB)

Descriptors: *Handicapped Children; *Special Education Teachers; *Learning Modalities; *Educational Methods; *Research Reviews (Publications); *State Surveys; Exceptional Child Research; Primary Education; Elementary Education; Teacher Attitudes

ED306728 EC212792
Vocational Assessment in the School Setting: A Curriculum Based Model. Secondary Transition and Employment Project: STEP.
Baumgart, Diane; Perino, Daniel M.
Idaho Univ., Moscow. Dept. of Special Education.
1987
220p.; For related documents, see EC 212 791-801. Most of the appendices are printed on colored paper.
Sponsoring Agency: Idaho State Council on Developmental Disabilities.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Grant No.: G008430013
EDRS Price - MF01/PC09 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Idaho
Journal Announcement: RIEOCT89
Target Audience: Practitioners

The guide, developed by the Secondary Transition and Employment Project (STEP) in Idaho, describes a rationale and model for implementing secondary/vocational assessment of students with disabilities that is integrated with curriculum and transition strategies. Assessment and curricular strategies are particularly intended for students in rural and sparsely populated areas and can be implemented at both the junior and senior high levels. The manual aids in the review of current vocational assessment strategies being used, the review of forms and procedures used in the curriculum, and the

(cont. next page)

implementation of a longitudinal curriculum-based informal assessment process. Stressed throughout is the importance of assessment being continuous and longitudinal, beginning well before graduation, interacting with the curriculum, being criterion-referenced, and relying on direct observation and data. Specific curriculum phases are linked with specific assessment levels as follows: Phase I--Career exploration and assessment of functional skills; Phase II--Work exploration and assessment of career and vocational interests; and Phase III--Career focus and assessment of career and job employability. The major portion of the document consists of the appendix which contains an overview of the vocational assessment procedures as well as forms used at each of the assessment levels. (DB)

Descriptors: *Career Education; Curriculum Development; *Disabilities; *Education Work Relationship; Evaluation Methods; Informal Assessment; Rural Education; Secondary Education; Student Evaluation; *Vocational Education; *Vocational Evaluation

Identifiers: *Curriculum Based Assessment

EJ313502 CS730770

Changing the Role of Reading Specialists: From Pull-Out to In-Class Programs.

Bean, Rita M.; Eichelberger, R. Tony

Reading Teacher, v38 n7 p648-53 Mar 1985

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJJUN85

Reports on a study that investigated the changes in roles and activities of reading specialists in an in-class program as compared to the pull-out program they had previously run. (FL)

Descriptors: Comparative Analysis; Elementary Education; *Reading Consultants; *Reading Instruction; Reading Programs; *Reading Research; Reading Teachers; Resource Teachers; *Supplementary Education; *Teacher Attitudes; *Teacher Role; Teaching Methods

ED245481 EC162841

Developing and Norming a Curriculum-Based Assessment in Reading.

Bullard, Peggy; McGee, Glenn

Apr 1984

27p.; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Illinois

Journal Announcement: RIENOV84

The Fairview Reading Curriculum Based Assessment (CBA), which was used in a cross categorical elementary school resource program at Fairview Elementary School in Darien, Illinois, is described. The test measures oral reading accuracy, rate and comprehension on passages taken directly from the two basal reading series used in the school. As the child reads orally, a testor records errors and uses a stopwatch to time the reading of the first 100 words of the passage. Immediately after reading, the child answers five comprehension questions for each passage. Procedures for norming the CBA are considered. Also discussed are student selection; testing; and calculation of accuracy, rate, and comprehension. Noted among findings is that improvement in reading rate will not necessarily improve comprehension. It is concluded that the CBA can be used to identify particular reading problems, for initial group placement of new students, and to identify entrance or exit criteria for resource students. Included are sample reading test passages and comprehension questions, a handout on error samples, a volunteer training session handout, and tables with statistical data. (SW)

Descriptors: Elementary Education; Reading Comprehension; *Reading Diagnosis; *Reading Difficulties; Reading Rate; *Reading Tests; Resource Room Programs; Testing; Test Norms

Identifiers: *Fairview Reading Curriculum Based Assessment

ED286892 TM870490

Quantitative Analysis of Curriculum Effectiveness: 1986.

Camayd-Freixas, Yohel; Donahue, Maryellen F.

Indiana Univ., Bloomington. Russian and East European Inst.

Jan 1987

331p.; Some tables contain small print.

EDRS Price - MF01/PC14 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142); STATISTICAL MATERIAL (110)

Geographic Source: U.S.; Massachusetts

Journal Announcement: RIEFEB88

This report is designed to provide numerical data about student performance on the curriculum of the Boston (Massachusetts) Public Schools (BPS) as measured by curriculum referenced tests (CRTs). BPS Department of Educational Testing analyzed data from the 1986 CRT final exams in: reading and language arts (grades K-8), high school English (six levels), mathematics (grades 1-8), high school mathematics (nine levels), science (grades K-8), high school science (six levels), social studies (grades 3-8), U.S. History and Civics, Spanish I and II, and French I. BPS curriculum guides direct instruction in most subjects. Since each curriculum guide is matched with a curriculum referenced test, assessment of the extent to which students meet specific objectives set forth in the guides is possible. This analysis is used to identify strengths and deficits in curriculum implementation or instruction as measured by student CRT performance. Results may be used for specific intervention at the school level or

(cont. next page)

DIALOG File 1: ERIC - 66-90/MAR.

for discerning school district patterns. The report contains descriptions of each instrument, the specific curriculum objectives addressed by the CRT, the student population, system strengths and weaknesses, and extensive tables presenting school-by-school analyses of percent of correct responses to each test item. (MDE)

Descriptors: *Achievement Tests; *Criterion Referenced Tests ; *Curriculum Evaluation; *Educational Assessment; Educational Objectives; Educational Testing; Elementary Secondary Education; Evaluation Methods; Instructional Effectiveness; School Districts; *Scores; Tables (Data); Testing Programs

Identifiers: *Boston Public Schools MA; Curriculum Based Assessment; *Curriculum Related Testing

EJ234322 EC130352

The Efficacy of Special versus Regular Class Placement for Exceptional Children: A Meta-Analysis.

Carlberg, Conrad; Kavale, Kenneth

Journal of Special Education, v14 n3 p295-309 Fall 1980

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJMAR81

Fifty primary research studies of special versus regular class placement were selected for use in a meta-analysis. Special classes were found to be significantly inferior to regular class placement for students with below average IQs and significantly superior to regular classes for behaviorally disordered, emotionally disturbed, and learning disabled children. (Author)

Descriptors: *Disabilities; Elementary Secondary Education; *Grouping (Instructional Purposes); *Mainstreaming; *Special Classes; Special Education; *Student Placement

ED141224 SO010071

Determinants of Curriculum Change and Stability, 1870-1970.

Cuban, Larry

15 Oct 1976

89p.

Sponsoring Agency: National Inst. of Education, Washington, D.C. Task Force on Curriculum Development.

EDRS Price - MF01/PC04 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIENOV77

This paper analyzes the planned and unplanned and external and internal forces that influence curriculum. Three questions guide the analysis of curriculum change in American schools during the 20th century: what forces changed curriculum? what forces maintained stability? which forces are amenable to planned change and are appropriate candidates for federal research funds? A review of literature on classroom environment in the late 19th and early 20th centuries indicates that only marginal changes occurred in teaching. External and internal forces which brought stability to curriculum are identified as socialization, national performance tests, educational legislation, and the conservative nature of teaching. Federal research funds should be spent to provide policymakers with more information to help them distinguish between patterns and transient happenings. Once this information is available, policymakers can determine which areas can best be influenced by funding. Findings indicate that although schools are vulnerable to social change, which leads to curricular changes, these changes affect content and theory more than instruction and classroom environment. Curricular change and stability over the last century are explained by organizational traits of schools as independent units and as members of a larger system, the traditional nature of schooling as a compulsory process, the nature of classroom instruction, and teacher characteristics. Further research is needed to explore reasons why teachers have been and remain the source of both curricular change and stability. (Author/DB)

Descriptors: Classroom Environment; Curriculum Development; Curriculum Evaluation; *Curriculum Research; *Educational Change; Educational Development; Educational Environment; Educational Finance; *Educational History; Educational Legislation; *Educational Trends; Elementary Secondary Education; Federal Aid; Literature Reviews; Political Influences; *Social Change; Socialization; Socioeconomic Influences; *Teacher Influence

EJ359417 EC200195

Curriculum-Based Measurement, Program Development, Graphing Performance and Increasing Efficiency.

Deno, Stanley L.; And Others

Teaching Exceptional Children, v20 n1 p41-47 Fall 1987

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)

Journal Announcement: CIJJAN88

Target Audience: Teachers; Practitioners

Four brief articles look at aspects of curriculum based measurement (CBM) for academically handicapped students including procedures of CBM with examples, different approaches to graphing student performance, and solutions to the problem of making time to measure student progress frequently. (DB)

Descriptors: *Diagnostic Teaching; Elementary Secondary Education; Informal Assessment; *Mild Disabilities; *Recordkeeping; Student Evaluation; Teaching Methods; *Time Management

Identifiers: *Curriculum Based Assessment

EJ336942 TM511323

Formative Evaluation of Individual Student Programs: A New Role for School Psychologists.

Deno, Stanley L.

(cont. next page)

DIALOG File 1: ERIC - 66-90/MAR.

School Psychology Review, v15 n3 p358-74 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)
Journal Announcement: CIJSEP86

Problems associated with the school psychologists traditional assessment functions and methodology are identified and contrasted with the need for assessment information that can contribute meaningfully to the formulation and evaluation of educational interventions. (Author/LMO)

Descriptors: Curriculum; Educational Diagnosis; Elementary Secondary Education; *Evaluation Methods; Formative Evaluation ; *Individualized Education Programs; Instruction; *Intervention; Program Evaluation; *Psychological Evaluation; *School Psychologists
Identifiers: *Curriculum Based Measurement

EJ258017 EC140870
Valid Measurement Procedures for Continuous Evaluation of Written Expression.
Deno, Stanley L.; And Others
Exceptional Children, Special Education and Pediatrics: A New Relationship v48 n4 p368-71 Jan 1982
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJUN82

Among the scoring procedures investigated, Total Words Written, Words Spelled Correctly, Correct Letter Sequences, and Mature Words most strongly and consistently related to the criterion measures. (DB)

Descriptors: Elementary Education; *Learning Disabilities; *Test Validity; *Writing Evaluation

ED302042 EC211839
Experimental Teaching: An Approach to Improving Student Achievement, Changing Teacher Beliefs, and Identifying Effective Practices.
Deno, Stanley L.
Minnesota Univ., Minneapolis.
[1985
104p.
Sponsoring Agency: Special Education Programs (ED/OSERS), Washington, DC.
Grant No.: G008400649
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Minnesota
Journal Announcement: RIEMAY89
Target Audience: Practitioners

This project sought to test the feasibility and effectiveness of experimental teaching in resource programs, by determining whether teachers could use continuous data to test successive hypotheses and empirically determine which reforms in an individual student's educational program produce the best performance outcomes. The project also evaluated whether learning and implementing experimental teaching procedures had any effect on teachers' knowledge, attitudes, and beliefs regarding individually tailored instruction. Fifty-five special education teachers were taught curriculum-based measurement procedures, time series research methods, and intervention strategies. Analysis of 2 years of research data showed that the teachers were successfully trained to identify effective instructional programs for their students. Student data indicated greater performance increases under a treatment-oriented strategy, where frequent program modifications were made on the basis of direct comparison of progress in successive intervention phases, rather than a more traditional goal-oriented strategy. Results from the measurement of teacher knowledge and beliefs indicated that teachers modified their beliefs concerning the effectiveness of educational interventions. Appendices include a listing and description of instructional contrasts generated by participant teachers, an intervention knowledge scale, and other items. (JDD)

Descriptors: *Disabilities; Elementary Secondary Education; *Experimental Teaching; *Individualized Instruction; *Inservice Teacher Education; *Instructional Effectiveness; Instructional Innovation; Intervention; Outcomes of Education Performance Factors; Research Methodology; Resource Room Programs; Student Evaluation; Teacher Attitudes; *Teaching Methods

Identifiers: *Curriculum Based Assessment

ED144270 EC101751

Data-Based Program Modification: A Manual.

Deno, Stanley L.; Mirkin, Phyllis K.

Leadership Training Inst. for Special Education, Minneapolis, Minn.

1977

290p.; Not available in hard copy due to print quality of the original

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Grant No.: OEG-0-9-336005-2452

Available from: Council for Exceptional Children (Publication Sales Unit), 1920 Association Drive, Reston, Virginia 22091 ($6.00)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEFEB78

Target Audience: Practitioners

Presented is an empirically oriented, data based program modification (DBPM) manual for individualizing educational plans for any child with a learning or behavioral problem. The rationale for an empirically based program, the socio-legal

(cont. next page)

context, and specific measurement and evaluation procedures (e.g. time series procedures and discrepancy measurement) are described in Part I. Covered in Part II is the sequencing of initial assessment and in Part III a program planning sequence is provided. Program implementation, adjustment, and certification are discussed in Parts IV, V, and VI. Consultation, training, and the indirect role of the resource teacher are treated in Part VII. Featured throughout is the application of DBPM to the case of a hypothetical child. Three appendixes provide appropriate questions for each decision area of the DBPM, case report summaries, and a list of change strategies. (BB)

Descriptors: *Behavior Problems; Case Studies; Continuous Progress Plan; Educational Assessment; *Elementary Secondary Education; Evaluation Methods; Formative Evaluation; *Guides; *Individualized Programs; *Learning Disabilities; Measurement Techniques; Predictive Measurement; Profiles; Program Administration

EJ176504 SP506736
The Practicality Ethic in Teacher Decision-Making
Doyle, Walter; Ponder, Gerald A.
Interchange, 8, 3, 1-12 77-1978
Available from: Reprint Available (See p. vii): UMI
Language: ENGLISH
Journal Announcement: CIJE1978

The implementation process of educational innovations is examined from the viewpoint of a "practicality ethic." Teachers will adopt innovation perceived as "practical" (i.e., congruent with the classroom situation, provided with methods for implementation, and offering a return on time or money invested," and discard those perceived as "impractical." (MJB)

Descriptors: *Decision Making; *Educational Change; *Educational Innovation; Evaluation Criteria; *Success; *Teacher Attitudes

Identifiers: *Implementation Factors; *Practicality

EJ175770 EC102618
Educational Diagnosis with Instructional Use
Duffey, James B.; Fedner, Mark L.
Exceptional Children, 44, 4, 246-51 Jan 1978
Language: ENGLISH
Journal Announcement: CIJE1978

. The problems in educational diagnosis of the exceptional student, particularly the use of norm referenced testing, are pointed out; and an alternative approach, criterion referenced assessment, is suggested. (SBH)

Descriptors: *Handicapped Children; *Norm Referenced Tests; *Criterion Referenced Tests; *Educational Diagnosis; Elementary Secondary Education; Evaluation Methods; Testing Problems

EJ335846 EC182582
A Perspective on Assessment for Instruction. Section I: Perspectives on Instructional Assessment.
Evans, Susan S.; Evans, William H.
Pointer, v30 n2 p9-12 Win 1986
For related articles, see 182 581-591.
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)
Journal Announcement: CIJSEP86
Target Audience: Practitioners
The rationale for assessment in special education is examined, and the importance of measuring student performance until mastery or proficiency of the skill/behavior has occurred is stressed. Guidelines are offered for determining proficiency. (CL)
Descriptors: *Diagnostic Teaching; *Disabilities; Elementary Secondary Education; *Evaluation Methods; *Student Evaluation

EJ229944 CS711918
Reliability of the Fry Sampling Procedure.
Fitzgerald, Gisela G.
Reading Research Quarterly, v15 n4 p489-503 1980
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143); EVALUATIVE REPORT (142)
Journal Announcement: CIJJAN81
Takes issue with E. Fry's widely accepted claim that the average readability of a book is ascertainable on the basis of only three samples; reports that numerous samples were needed to estimate readability means of 36 basal workbooks. (MKM)
Descriptors: *Basal Reading; Elementary Education; Readability; *Readability Formulas; *Reading Research; *Reliability; *Workbooks
Identifiers: *Fry Readability Graph

EJ316608 CS731175
The Case for Conservative Reader Placement.
Forell, Elizabeth R.
Reading Teacher, v38 n9 p857-62 May 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143); POSITION PAPER (120)
Journal Announcement: CIJAUG85
Points out, by citing a recently completed longitudinal study at the University of Iowa, that children are more likely to discover how reading works and make it work for them if the book is not too hard. (EL)
Descriptors: Academic Aptitude; Basal Reading; Elementary Education; *Reading Comprehension; Reading Difficulties;

(cont. next page)

DIALOG File 1: ERIC - 66-90/MAR.

*Reading Instruction; *Reading Materials; *Reading Research; Reading Skills; Reading Strategies; *Remedial Reading

EJ289087 TM508437

The Influence of Different Styles of Textbook Use on Instructional Validity of Standardized Tests.

Freeman, Donald J.; And Others

Journal of Educational Measurement, v20 n3 p259-70 Fall 1983

Available from: UMI

Language: English

Document Type: RESEARCH REPORT (143)

Journal Announcement: CIJFEB84

This investigation attempts to determine if the congruity in textbook-test content varies as a function of different styles of textbook use. Across all standardized tests, instructional validity of the five styles of textbook use was far lower for the management-by-objectives model than for any other styles. (Author/PN)

Descriptors: *Case Studies; *Content Analysis; Grade 4; Intermediate Grades; Mathematics Curriculum; Quantitative Tests; Standardized Tests; *Teaching Styles; *Test Validity; *Textbook Content; Textbook Evaluation

Identifiers: Comprehensive Tests of Basic Skills; Holt Rinehart Winston Company; *Instructional Validity; Iowa Test of Basic Skills; Stanford Achievement Tests; *Test Curriculum Overlap

EJ351755 TM511807

Test Procedure Bias: A Meta-Analysis of Examiner Familiarity Effects.

Fuchs, Douglas; Fuchs, Lynn S.

Review of Educational Research, v56 n2 p243-62 Sum 1986

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJJUL87

Based on data from 22 controlled studies, this article presents a meta-analysis of the effects of examiner familiarity on children's test performance. It was found that examiner familiarity raised scores especially when subjects were: (1) of low socioeconomic status; (2) tested on difficult tests; and (3) knew the examiner for a long duration. (Author/JAZ)

Descriptors: Children; Disabilities; *Effect Size; Elementary Secondary Education; *Examiners; Experimenter Characteristics; *Individual Testing; Intelligence Tests; Interpersonal Relationship; *Meta Analysis; Preschool Education; *Socioeconomic Status; *Test Bias

Identifiers: *Familiarity

ED218849 EC143111

Instructional Changes, Student Performance, and Teacher Preferences: The Effects of Specific Measurement and Evaluation Procedures.

Fuchs, Lynn; And Others

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
Jan 1982
31p.
Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Contract No.: 300-80-0622
Report No.: IRLD-RR-64
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Minnesota
Journal Announcement: RIEDEC82

Ten elementary special education teachers in a rural educational cooperative implemented specific curriculum based measurement and data utilization procedures with at least two students each over one school year. Three data utilization strategies (no data utilization, therapeutic analysis, and experimental analysis) were compared in terms of their effects on the number of modifications teachers made in the students' programs, and student performance. Teacher preferences for therapeutic and experimental strategies, as well as for two measurement procedures (mastery and performance measurement) were examined also. Results indicated that teachers made more instructional changes and student performance increased more when specific data utilization strategies (therapeutic or experimental) were used. Further, teachers preferred therapeutic analysis over experimental analysis and performance measurement over mastery measurement. (Author)

Descriptors: *Disabilities; Elementary Education; *Individualized Education Programs; Measurement Techniques; Resource Room Programs; Rural Areas; Student Evaluation; Teacher Attitudes

ED215467 EC142126

Teacher Efficiency in Continuous Evaluation of IEP Goals.

Fuchs, Lynn; And Others
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
Jun 1981
60p.
Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Contract No.: 300-80-0622
Report No.: IRLD-RR-53
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Minnesota
Journal Announcement: RIESEP82 .

A series of 5 studies, involving 10 special education elementary teachers in a rural educational cooperative, examined teacher efficiency in employing repeated, curriculum based measurement of individualized education program goals.

(cont. next page)

DIALOG File 1: ERIC - 66-90/MAR.

The first study established a baseline rate of teacher efficiency; the next three studies examined the effect of alternative measurement strategies on that efficiency; a final study followed up the efficiency of these teachers 1 year after training and contrasted their efficiency with the efficiency of a group of teachers who had been trained differently. Single case experimental designs and descriptive statistics were employed. Results indicated that measurement activities were time consuming for teachers at first, but that systematic procedural changes did improve the teachers' efficiency. Additionally, the followup study revealed that teachers who were trained directly had improved their efficiency by the end of the year, while teachers trained primarily by means of manuals had reduced their efficiency. This suggested that face to face training procedures might affect initial teacher efficiency as well as improvement in efficiency over time. (Author)

Descriptors: *Curriculum Evaluation; Disabilities; Elementary Education; Elementary School Teachers; *Individualized Education Programs; Program Evaluation; *Rural Education; *Special Education Teachers; *Teacher Effectiveness

ED211606 TM820062

Effects of Varying Item Domain and Sample Duration on Technical Characteristics of Daily Measures in Reading.

Fuchs, Lynn; And Others

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Jan 1981

44p.

Sponsoring Agency: Office of Special Education (ED), Washington, D.C.

Contract No.: 300-80-0622

Report No.: IRLD-RR-48

Available from: Editor, IRLD, 350 Elliott Hall, 75 East River Road, University of Minnesota, Minneapolis, MN 55455 ($3.00)

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Minnesota

Journal Announcement: RIEMAY82

Three related studies were conducted to examine the effects of variations in procedures used for curriculum-based assessment of reading proficiency: the first addressed the question of the influence of sample duration on the concurrent validity of the measure; the second addressed the question of the influence of sample duration on the level, slope, and variability of performance over repeated measurements; and the third examined the effect that varying the size of the pool from which items are drawn has on slope and variability of performance on the measure. Results of the studies provided evidence that sample duration is an important consideration in curriculum-based measurement because of its probable impact on variability and slope. Increasing sample duration from 30 seconds to a three minute sample reduced day-to-day variability in performance and resulted in a more rapid increase in student performance. The results with respect to sampling from domains of differing sizes indicated that measurement samples drawn from smaller domains are more sensitive to variations in instruction, but somewhat more variable. The optimum daily measurement procedure would seem to involve sampling from a pool of stimulus items well beyond that defined by the short-term objectives, but not in excess of an annual goal. (Author/GK)

Descriptors: Elementary Education; *Item Banks; Learning Disabilities; *Reading Ability; Reading Tests; *Sampling; Test Items; *Test Reliability; *Word Recognition

Identifiers: *Sample Size; Test Curriculum Overlap

EJ389999 TM514417

Computers and Curriculum-Based Measurement: Effects of Teacher Feedback Systems.

Fuchs, Lynn S.; And Others

School Psychology Review, v18 n1 p112-25 1989

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJSEP89

The effects of computerized teacher feedback systems within curriculum-based measurement (CBM) in the area of spelling were studied. A controlled study involving 27 special education teachers and 54 mildly-handicapped (learning disabled, emotionally disturbed, or educable mentally retarded) students indicated the superior effectiveness of enhanced feedback systems. (TJH)

Descriptors: *Computer Assisted Instruction; Elementary Education; Elementary School Curriculum; Elementary School Students; Elementary School Teachers; Emotional Disturbances; *Feedback; *Instructional Effectiveness; Learning Disabilities ; *Mild Mental Retardation; *Special Education; *Spelling Instruction

Identifiers: *Curriculum Based Assessment

EJ370421 EC202613

The Validity of Informal Reading Comprehension Measures.

Fuchs, Lynn S.; And Others

Remedial and Special Education (RASE), v9 n2 p20-28 Mar-Apr 1988

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)

Journal Announcement: CIJSEP88

The study assessed the criterion, construct, and concurrent validity of four informal reading comprehension measures (question answering tests, recall measures, oral passage reading tests, and cloze techniques) with 70 mildly and moderately retarded middle and junior high school boys.

(cont. next page)

Results indicated that correct oral reading rate score demonstrated the strongest criterion validity. (Author/DB)

Descriptors: Cloze Procedure; *Informal Reading Inventories Intermediate Grades; Junior High Schools; Learning Processes; *Mild Mental Retardation; *Moderate Mental Retardation; *Oral Reading; Questioning Techniques; *Reading Comprehension; Recall (Psychology); *Test Validity

EJ345372 EC191027

Effects of Systematic Formative Evaluation: A Meta-Analysis.

Fuchs, Lynn S.; Fuchs, Douglas

Exceptional Children, v53 n3 p199-208 Nov 1986

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); RESEARCH REPORT (143)

Journal Announcement: CIJAPR87

This meta-analysis investigated the effects of formative evaluation procedures on student achievement. Twenty-one controlled studies generated 96 relevant effect sizes (average weighted effect size .70). Magnitude of effect of formative evaluation was associated with publication type, data-evaluation method, data display, and use of behavior modification. (Author)

Descriptors: *Academic Achievement; Behavior Modification; Comparative Analysis; Elementary Secondary Education; *Exceptional Child Research; *Formative Evaluation; Individualized Education Programs; *Meta Analysis; Preschool Education

EJ343922 EC190852

Monitoring Progress among Mildly Handicapped Pupils: Review of Current Practice and Research.

Fuchs, Lynn S.

Remedial and Special Education (RASE), v7 n5 p5-12 Sep-Oct 1986

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)

Journal Announcement: CIJMAR87

Formative evaluation focuses on program modification based on ongoing measurement of student progress. The literature on formative evaluation for mildly handicapped students indicates that four measurement dimensions are critical: (1) focus of measurement; (2) frequency of measurement; (3) data display; and (4) data utilization methods. (Author/CB)

Descriptors: Data Analysis; Data Interpretation; *Evaluation Criteria; *Evaluation Utilization; *Formative Evaluation; *Mild Disabilities; *Program Effectiveness; Program Evaluation ; Special Education; *Student Evaluation; Time Factors (Learning)

EJ336938 TM511319
Linking Assessment to Instructional Intervention: An Overview.
Fuchs, Lynn S.; Fuchs, Douglas
School Psychology Review, v15 n3 p318-23 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJSEP86

A historical perspective of the role of school psychologists is outlined, including a discussion of recent developments that encourage a reconceptualization of school psychologists' traditional assessment activity. (Author/LMO)

Descriptors: Educational Assessment; Educational Trends; Elementary Secondary Education; Instruction; *Intervention; *Psychological Evaluation; *School Psychologists

EJ305459 EC170258
Criterion-Referenced Assessment without Measurement: How Accurate for Special Education?
Fuchs, Lynn S.; Fuchs, Douglas
Remedial and Special Education (RASE), v5 n4 p29-32 Jul-Aug 1984
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJAN85

Twenty special education teacher trainees and 20 special education cooperating teachers following the implementation of instructional lessons, estimated levels of children's performance. Chi-square analyses and tests on teachers' estimates suggested that, despite confidence in their own judgments, teachers tended to be inaccurate and to overrate their students' performance. (Author/CL)

Descriptors: *Bias; *Disabilities; Elementary Secondary Education; *Student Evaluation; *Teacher Role

EJ305390 EC170168
Improving the Reliability of Curriculum-Based Measures of Academic Skills for Psychoeducational Decision Making.
Fuchs, Lynn S.; And Others
Diagnostique, v8 n3 p135-49 Spr 1983
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJAN85

Effects of aggregation on reliability of curriculum-based measures of academic performance were explored in two studies involving elementary students. Findings suggested that some academic behaviors initially are measured precisely (aggregation had minimal effect), while other behaviors, such as scores on the error passage reading measure, are not

(cont. next page)

DIALOG File 1: ERIC - 66-90/MAR.

reliably assessed on one occasion. (Author/CL)

Descriptors: *Academic Achievement; Diagnostic Teaching; *Disabilities; Elementary Education; Student Evaluation; *Test Reliability; Time Factors (Learning)

EJ303659 TM509026

The Effects of Frequent Curriculum-Based Measurement and Evaluation on Pedagogy, Student Achievement, and Student Awareness of Learning.

Fuchs, Lynn S.; And Others

American Educational Research Journal, v21 n2 p449-60 Sum 1984

This research was supported by Contract No. 300-80-0622 between the Office of Special Education, Department of Education, and the University of Minnesota Institute for Research on Learning Disabilities.

Available from: UMI

Language: English

Document Type: RESEARCH REPORT (143)

Journal Announcement: CIJNOV84

Thirty-nine special educators, each having three to four pupils in the study, were assigned randomly to a repeated curriculum-based measurement/evaluation treatment or a conventional special education evaluation treatment. Experimental teachers effected greater student achievement. (Author/BW)

Descriptors: Academic Achievement; *Achievement Gains; Decision Making; Elementary Education; *Evaluation Methods; *Special Education; Special Education Teachers; Student Educational Objectives; *Student Evaluation

EJ271093 CS727346

Reliability and Validity of Curriculum-Based Informal Reading Inventories.

Fuchs, Lynn S.; And Others

Reading Research Quarterly, v18 n1 p6-26 Fall 1982

Available from: Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJMAR83

Reports the results of a study that examined the technical adequacy of three selected informal reading inventory procedures. (AEA)

Descriptors: Basal Reading; Elementary Education; *Informal Reading Inventories; Reading Materials; *Reading Research; *Test Items; Test Norms; *Test Reliability; *Test Validity; Tests

ED302020 EC211817

Effects of Alternative Goal Structures within Curriculum-Based Assessment.

Fuchs, Lynn S.; And Others

George Peabody Coll. for Teachers, Nashville, Tenn.

1 Jan 1988

32p.
Sponsoring Agency: Special Education Programs (ED/OSERS), Washington, DC.; Spencer Foundation, Chicago, Ill.
Grant No.: G008530198
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Tennessee
Journal Announcement: RIEMAY89

The study assessed the effects of alternative goal structures within curriculum based assessment (CBA) in the area of math. Subjects were 30 elementary level special education teachers, assigned randomly to a dynamic goal CBA, static goal CBA, or control group for 15 weeks. Two pupils in each class were identified to evaluate the effects of the instructional intervention. In the dynamic goal condition, teachers employed CBA, and (1) modified instructional programs when student progress fell below expectations and (2) increased goals when student progress exceeded expectations. In the static goal condition, teachers employed CBA and modified programs when progress was below expectations, but did not systematically increase goals in response to progress that exceeded anticipated improvement rates. Multivariate analyses of variance conducted on fidelity of treatment measures indicated that dynamic goal teachers increased goals more frequently and, by the study's completion, employed more ambitious goals. Multivariate analyses of covariance indicated that students in the dynamic goal group had better content mastery than control students, whereas students in the static goal group did not. Content coverage for the three groups was comparable. Implications for instructional goal-setting practice are discussed. (Author/DB)

Descriptors: Diagnostic Teaching; *Disabilities; Elementary Education; *Goal Orientation; *Instructional Effectiveness; *Student Educational Objectives; Student Evaluation; *Teaching Methods
Identifiers: *Curriculum Based Assessment

ED226045 TM830080
Effects of Frequent Curriculum-Based Measurement and Evaluation on Student Achievement and Knowledge of Performance: An Experimental Study.
Fuchs, Lynn S.; And Others
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
Nov 1982
65p.
Sponsoring Agency: Department of Education, Washington, DC.
Contract No.: 300-80-0622
Report No.: IRLD-RR-96
Available from: Editor, IRLD, 350 Elliott Hall, 750 East River Road, University of Minneapolis, MN 55455 ($3.00)
EDRS Price - MF01/PC03 Plus Postage.
Language: English

(cont. next page)

Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Minnesota

Journal Announcement: RIEJUN83

In special education, a merger between assessment and instruction is mandated by Federal law (PL 94-142), wherein teachers of handicapped pupils are required to specify individualized educational programs that include procedures for assessing students' progress toward goal attainment. The purpose of this study was to determine the effects of technically adequate, repeated curriculum-based measurement and evaluation procedures on students' reading achievement and on their knowledge concerning their own learning. Thirty-nine teachers, each having three or four students in the study, were assigned randomly to measurement/evaluation groups. Experimental group teachers employed continuous evaluation procedures while contrast group teachers employed conventional special education measurement and evaluation procedures. Students were pre- and posttested on an oral passage reading test and they were posttested on the Stanford Diagnostic Reading Test, Structural Analysis and Reading Comprehension subtests. Additionally, students were interviewed at the end of the study to assess their knowledge about their own progress. Analyses revealed that experimental students achieved more than contrast group students and were more knowledgeable about their learning. Results suggest that technically adequate, repeated curriculum-based measurement, when used by teachers to evaluate and modify programs, positively affects student achievement. Rating scales, an interview form and training schedules are appended. (Author/PN)

Descriptors: *Academic Achievement; *Curriculum Development *Disabilities; Elementary Education; *Evaluation Methods; Federal Legislation; Individualized Education Programs; Pretests Posttests; Program Development; Program Improvement; Rating Scales; *Self Concept; Special Education Teachers

Identifiers: *Stanford Diagnostic Reading Test

ED211603 TM820059

A Comparison of Reading Placements Based on Teacher Judgment, Standardized Testing, and Curriculum-Based Assessment.

Fuchs, Lynn S.; Deno, Stanley L.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Aug 1981

36p.

Sponsoring Agency: Office of Special Education (ED), Washington, D.C.

Contract No.: 300-80-0622

Report No.: IRLD-RR-56

Available from: Editor, IRLD, 350 Elliot Hall, 75 East River Road, University of Minnesota, Minneapolis, MN 55455 ($3.00).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Minnesota
Journal Announcement: RIEMAY82

Reading placements based on teacher judgment, standardized testing, and curriculum-based assessment were compared for 91 elementary students. Results indicated that although correlations among the three placement approaches were high, the congruency of scores from the three approaches was not, ranging from 48% to 69%. The most dramatic evidence of this in the present study was the fact that teacher placements of the fifth grade students was higher than that of fourth grade students even though both the curriculum-based measures and the standardized tests revealed that fourth grade students were functioning higher. Curriculum-based measures agreed best with the other measures. Implications for reading placement decisions are discussed. (Author/GK)

Descriptors: *Comparative Analysis; Elementary Education; *Evaluation Methods; *Grouping (Instructional Purposes); *Reading Ability; Reading Instruction; Reading Materials; Standardized Tests; *Student Placement

Identifiers: Ginn Reading 720 Series; Woodcock Reading Mastery Test

---

ED303024 EC212116

Increasing the Perceived Usefulness of Psychoeducational Data among Elementary Staffing Committee Members through Direct Assessments.

Gegen, Louis
14 Jul 1988
80p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN89

The practicum was designed to increase the usefulness of psychoeducational data provided by the school psychologist for educational decision making concerning handicapped students at the elementary level. The first goal was to provide staffing committee members with psychoeducational data in a more useful form than data provided through traditional assessment methods to help in the development of handicapped student academic objectives. The second goal involved providing teachers of students with handicaps with data that would be more useful for the development of instructional plans for the students. Curriculum based measurement materials were developed and used as part of a direct assessment evaluation with three students. Use of curriculum based measurement techniques and other direct assessment procedures were found to be more useful for development of individualized education program (IEP) academic objectives and instructional planning than typical psychoeducational data. Various questionnaires and forms used in the study are appended. (DB)

Descriptors: *Diagnostic Teaching; *Disabilities; Elementary

(cont. next page)

DIALOG File 1: ERIC - 66-90/MAR.

Education; *Evaluation Methods; *Individualized Education Programs; Psychoeducational Methods; *Student Educational Objectives; *Student Evaluation
Identifiers: *Curriculum Based Assessment

EJ368395 CE518888
Why Soft-Skills Training Doesn't Take.
Georges, James C.
Training, v25 n4 p42-47 Apr 1988
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJAUG88

Skill is the crucial element that turns knowledge into behaviors that succeed in the real world. Often "soft skills," such as management, leadership, interpersonal communications, and problem solving, vanish when people are on the job, indicating the need for more effective training programs. (JOW)

Descriptors: Adult Education; *Interpersonal Competence; *Leadership Training; *Problem Solving; *Program Effectiveness ; *Training; *Training Methods

EJ364841 EC201524
Tolerance and Technology of Instruction: Implications for Special Education Reform.
Gerber, Michael M.
Exceptional Children, v54 n4 p309-14 Jan 1988
For related documents, see EC 201 522-526.
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJMAY88

Two issues implied in "Placing Children in Special Education" are discussed: a theory of tolerance, which is a range of permissible deviation concerning teachers' perceptions of which students are teachable; and regular classroom teachers' need for increases in instructional resources or technologies to effectively focus on difficult-to-teach students. (Author/JDD)

Descriptors: *Educational Change; *Educational Technology; Elementary Secondary Education; Instructional Materials; *Mild Mental Retardation; *Special Education; *Student Placement; *Teacher Attitudes
Identifiers: *Placing Children in Special Education (NAS); Regular Special Education Relationship

EJ320579 TM510698
The Microeconomics of Referral and Reintegration: A Paradigm for Evaluation of Special Education.
Gerber, Michael M.; Semmel, Melvyn I.
Studies in Educational Evaluation, v11 n1 p13-29 1985
Available from: UMI
Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJOCT85

A microeconomic paradigm is proposed for the evaluation of special education in schools. The special education process is described in three phases: referral to special education by the classroom teacher; special classroom program; and mainstreaming. The relationship between referral by teachers, classroom resources, and students' desirable outcomes is examined. The need for national policy formation is briefly discussed. (GDC)

Descriptors: *Disabilities; Elementary Secondary Education; *Evaluation Methods; Evaluation Needs; *Evaluation Utilization; Models; Policy; *Program Evaluation; Referral; *Special Education
Identifiers: *Evaluation Problems; Microeconomics

EJ338723 EA519959
Direct Instruction in Reading Comprehension.
Gersten, Russell; Carnine, Douglas
Educational Leadership, v43 n7 p70-78 Apr 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); POSITION PAPER (120)
Journal Announcement: CIJNOV86
Target Audience: Administrators; Teachers; Practitioners

Outlines the components of direct instruction. Research demonstrates that the types of questions asked, the detailed step-by-step breakdowns, and the extensive practice with examples (illustrated in the three studies discussed) significantly benefit students' comprehension. Includes references and five figures. (MD)

Descriptors: Academic Achievement; Educational Research; Elementary Secondary Education; *Instruction; Instructional Development; *Reading Comprehension; Reading Instruction; *Teacher Effectiveness
Identifiers: *Direct Instruction Model

EJ378283 TM513846
Methods of Proactive Classroom Management.
Gettinger, Maribeth
School Psychology Review, v17 n2 p227-42 1988
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJFEB89

Recent research on teacher effectiveness has attempted to integrate teaching and classroom management by emphasizing prevention over remediation. Conceptual and empirical advances in this approach--proactive classroom management--are reviewed. Focus is on establishing order in classrooms rather than responding to problems of disruptive/off-task behavior. (TJH)

(cont. next page)

DIALOG File 1: ERIC - 88-90/MAR.

Descriptors: *Classroom Techniques; *Discipline; Educational Research; Elementary Secondary Education; *Prevention; *Teacher Effectiveness

Identifiers: Behavior Management; *Proactive Classroom Management

ED256115 EC172513

Operationalizing Academic Learning Time for Low Achieving and Handicapped Mainstreamed Students.

Gickling, Edward E.

Oct 1984

16p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (2nd, Jackson Hole, WY, October 4-6,1984).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); NON-CLASSROOM MATERIAL (055); CONFERENCE PAPER (150)

Geographic Source: U.S.; Nevada

Journal Announcement: RIESEP85

Target Audience: Practitioners

The paper reviews findings and implications of curriculum based assessment (CBA), an approach focusing on collecting, interpreting, and using data to help lower achieving students have opportunities for success in mainstreamed settings. An instructional delivery model is presented to guage the probability of task success and provide a structure for controlling the difficulties encountered by a teacher in deciding what and how to teach. Three performance levels of student functioning are proposed: frustrational level, instructional level, and independent level. Percentages of challenge provided for the instructional level constitute a manageable set of criteria to evaluate the suitability of students' assessment. Studies are cited to illustrate the use of the model with attention deficit disordered and low achieving students. (CL)

Descriptors: Curriculum Development; *Disabilities; Elementary Secondary Education; *Low Achievement; *Mainstreaming; Models; Student Evaluation; *Teaching Methods *Time on Task

EJ365475 TM512184

Teachers as "Tests": Classification Accuracy and Concurrent Validation in the Identification of Learning Disabled Children.

Gresham, Frank M.; And Others

School Psychology Review, v16 n4 p543-53 1987

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJMAY88

The relative accuracy of teacher judgments of academic performance in classifying students as learning disabled (LD) or nonhandicapped (NH) was contrasted to standardized tests of intelligence and academic achievement. Results indicated that teacher judgments were as accurate in separating LD and NH groups as standardized tests of intelligence and achievement. (Author/LMO)

Descriptors: *Ability Identification; *Academic Achievement Achievement Tests; *Concurrent Validity; Elementary Secondary Education; *Intelligence Tests; *Learning Disabilities; Standardized Tests; *Student Evaluation; Teacher Attitudes

Identifiers: Peabody Individual Achievement Test; Teacher Rating of Academic Performance; Wechsler Intelligence Scale for Children (Revised)

EJ217496 CS708880

The Effective Teacher of Reading, Revisited.

Harris, Albert J.

Reading Teacher, v33 n2 p135-40 Nov 1979

Available from: Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)

Journal Announcement: CIJJUL80

Summarizes research done since 1969 on characteristics of good reading instruction and draws implications for improved reading instruction. (DD)

Descriptors: Elementary Education; Literature Reviews; *Reading; *Reading Instruction; *Reading Research; *Teacher Effectiveness

EJ351718 TM511770

Reading Instruction in Special Education Resource Rooms.

Haynes, Mariana C.; Jenkins, Joseph R.

American Educational Research Journal, v23 n2 p161-90 Sum 1986

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJJUL87

The SOBR observation technique was used to observe reading instruction in special education resource room programs for mildly disabled students. Disabled and nondisabled students in regular classrooms were also observed. There were considerable differences in reading instruction across programs and students. The amount of reading instruction was remarkably low. (GDC)

Descriptors: Behavior Problems; *Classroom Observation Techniques; Intermediate Grades; Learning Disabilities; *Mild Disabilities; Mild Mental Retardation; *Reading Instruction; *Resource Room Programs; Success; Time on Task

Identifiers: California Achievement Test; Slosson Oral Reading Test; *Student Level Observation of Beginning Reading Wechsler Intelligence Scale for Children (Revised); Wide Range Achievement Test

DIALOG File 1: ERIC - 66-90/MAR.

ED249214 SP025342

Curriculum-Based Assessment and Evaluation Procedures. Revised .

Hofmeister, Alan M.; Preston, Caroline N.

Minnesota Univ., Minneapolis. National Support Systems Project.

Sep 1981

125p.; For other modules in this series, see ED 238 844 and SP 025 332-354. For the genesis of these modules, see ED 186 399. Reviewed by Maynard C. Reynolds and Thomas Oakland.

Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Grant No.: OEG007902045

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052)

Geographic Source: U.S.; Minnesota

Journal Announcement: RIEFEB85

Target Audience: Teachers; Practitioners

This module (part of a series of 24 modules) is on educational assessment and its purposes. The genesis of these materials is in the 10 "clusters of capabilities," outlined in the paper, "A Common Body of Practice for Teachers: The Challenge of Public Law 94-142 to Teacher Education." These clusters form the proposed core of professional knowledge needed by teachers in the future. The module is to be used by teacher educators to reexamine and enhance their current practice in preparing classroom teachers to work competently and comfortably with children who have a wide range of individual needs. The module includes objectives, scales for assessing the degree to which the identified knowledge and practices are prevalent in an existing teacher education program, and self-assessment test items. Bibliographic references and journal articles are included on student assessment and educational diagnosis. (JD)

Descriptors: *Curriculum Evaluation; Educational Diagnosis; *Evaluation Methods; Higher Education; Learning Modules; *Mainstreaming; Preservice Teacher Education; Student Evaluation; Student Needs; *Teacher Education Curriculum; *Teacher Educators

Identifiers: Education for All Handicapped Children Act

EJ304181 EC162694

Psychometric Properties of Teacher-Judgment Measures of Pupil Aptitudes, Classroom Behaviors, and Achievement Levels.

Hoge, Robert D.

Journal of Special Education, v17 n4 p401-29 Win 1983

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)

Journal Announcement: CIJDEC84

The paper addresses teacher-judgement measures of pupil behaviors, aptitudes, and achievement levels. Analyses relating to reliability and validity of the measures are

reviewed. Conclusions are drawn regarding psychometric properties of these judgment measures, suggestions regarding future research on the measures, and statements about their place within the larger teacher-judgment literature. (Author/CL)
Descriptors: Academic Achievement; Aptitude Tests; *Disabilities; Elementary Secondary Education; Evaluation Methods; Student Attitudes; *Student Evaluation

EJ326669 EC180880
The Effects of a Strategy and Sequenced Materials on the Inferential Comprehension of Disabled Readers.
Holmes, Betty C.
Journal of Learning Disabilities, v18 n9 p542-46 Nov 1985
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJMAR86
The study examined whether teaching 24 elementary disabled readers a structured inferencing strategy using materials sequentially arranged from easy to more difficult would improve their ability to answer inferential questions. Results suggested that disabled readers' apparent problems in answering inferential qustions may exist because of a lack of successful problem solving strategies. (Author/CL)
Descriptors: Elementary Education; *Inferences; *Learning Disabilities; *Learning Strategies; *Problem Solving; *Reading Comprehension; Reading Materials

EJ336939 TM511320
Direct Assessment of Academic Performance.
Howell, Kenneth W.
School Psychology Review, v15 n3 p324-35 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJSEP86
This article first disconfirms the use of traditional evaluation procedures, and then focuses on direct assessment of academic performance. The interactive nature of learning and the use of a task analytical approach to treatment-oriented assessment are emphasized. (LMO)
Descriptors: *Academic Achievement; Aptitude Treatment Interaction; *Cognitive Processes; Elementary Secondary Education; Instruction; *Intervention; Learning Strategies; Models; *Psychological Evaluation; *Student Evaluation; *Task Analysis

EJ367429 EC201896
Johnny Can't Read: Does the Fault Lie with the Book, the Teacher, or Johnny?
Idol, Lorna

(cont. next page)

DIALOG File 1: ERIC - 66-90/MAR.

Remedial and Special Education (RASE), v9 n1 p8-25,35 Jan-Feb 1988
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Journal Announcement: CIJJUL88
Target Audience: Teachers; Practitioners

This empirically-based model depicts the interactive, constructivist process of reading and three classes of variables that influence reading. Teacher variables include presentation, instructional intervention, instructional climate, and behavior management. Text variables include text language, relevance, organization, story structures, and readability. Student variables include language, background knowledge, sociocultural factors, and attention. (Author/JDD)

Descriptors: Attention; Classroom Environment; Elementary Secondary Education; Instructional Effectiveness; Intervention ; Models; Readability; *Reader Text Relationship; *Reading Difficulties; Reading Materials; *Reading Processes; *Student Characteristics; *Teacher Influence; Teaching Methods

EJ202979 CS715054
Curriculum Biases in Reading Achievement Tests.
Jenkins, Joseph R.; Pany, Darlene
Journal of Reading Behavior, v10 n4 p345-57 Win 1978
Available from: Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143); POSITION PAPER (120)
Journal Announcement: CIJOCT79

Examines the extent and direction of curriculum bias in standardized reading achievement tests by comparing the relative overlap in the contents of five separate reading achievement tests with the content of seven commercial reading series. (HOD)

Descriptors: *Achievement Tests; Basal Reading; Elementary Education; *Reading Achievement; Reading Programs; Reading Research; *Reading Tests; *Test Bias

EJ183369 EC103619
Standardized Achievement Tests: How Useful for Special Education?
Jenkins, Joseph R.; Pany, Darlene
Exceptional Children, 44, 6, 448-53 Mar 1978
Language: ENGLISH
Journal Announcement: CIJE1978

The extent and direction of curriculum bias in standardized reading achievement tests were examined. (Author)

Descriptors: *Handicapped Children; *Reading Difficulty; *Reading Tests; *Achievement Tests; *Testing Problems; Exceptional Child Research; Learning Disabilities; Elementary Education; Standardized Tests; Test Bias

ED293248 EC202097

Exploring the Validity of a Unified Learning Program for Remedial and Handicapped Students.

Jenkins, Joseph R.; And Others

1987

36p.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142)

Geographic Source: U.S.; Washington

Journal Announcement: RIESEP88

The instructional and political validity of current educational policy regarding categorical programs for low-achieving elementary school students are examined. The categorical organization of services for these students, characterized by a vast array of eligibility requirements, rules and regulations, and accounting systems, has resulted in a sense of fragmentation at many levels. Fragmentation of services takes two forms: (1) between basic education and special programs; and (2) among special programs. Only the latter is considered in the unified approach advocated in this paper, not the merging of regular and special programs. Attempts to reduce fragmentation by unifying categorical programs must address certain issues in the realms of instructional and political validity. Of concern in instructional validity are questions about similarities and differences between learning disabled and remedial students in instructional levels, learning rates, and "learning styles." Data from two studies suggest that the similarities in instructional level and learning rates are greater than the differences. The political issues requiring resolution before implementing a unified system include protection and equitable distribution of resources, participation in decision making, and protection of jobs. Benefits of a unified system and issues that policymakers must address are discussed. (VW)

Descriptors: *Accountability; Cognitive Style; Elementary Secondary Education; Eligibility; *Grouping (Instructional Purposes); Learning Disabilities; *Low Achievement; *Mild Disabilities; Participative Decision Making; Remedial Programs ; *Special Education Teachers; Teacher Administrator Relationship

Identifiers: *Categorical Special Education; *Noncategorical Special Education

---

EJ317317 PS513466

The Congruence of Classroom and Remedial Reading Instruction.

Johnston, Peter; And Others

Elementary School Journal, v85 n4 p465-78 Mar 1985

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJAUG85

Presents the results of a study in which 33 remedial reading

(cont. next page)

students (grades one through eight), their classroom teachers, their reading teachers, and a supervisor were interviewed. Results indicate a lack of coordination between classroom and reading teachers and a failure on the part of students to perceive task relevant goals. (CB)
Descriptors: Administrator Responsibility; Age Differences; *Coordination; Educational Improvement; *Educational Objectives; Elementary Education; *Elementary School Students Interviews; Junior High Schools; *Junior High School Students *Reading Instruction; *Remedial Reading; Student Attitudes; Teacher Attitudes; Teacher Role

EJ380689 RC507076
Curriculum-Based Assessment: An Alternative Approach for Screening Young Gifted Children in Rural Areas.
Joyce, Bonnie G.; Wolking, William D.
Rural Special Education Quarterly, v8 n4 p9-14 1988
Theme issue with title "Serving the Gifted Population."
Language: English
Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)
Journal Announcement: CIJAPR89
Evaluates the criterion validity of a curriculum-based assessment (CBA) to identify gifted children in rural areas. Compares CBA and standardized test scores for 286 kindergarten and first grade children. Concludes that the instruments' predictive validity is equivalent, but the CBA has practical advantages for rural school districts. 25 references. (SV)
Descriptors: *Academically Gifted; Grade 1; Kindergarten; Predictive Validity; Primary Education; *Rural Education; Rural Schools; *Special Education; *Talent Identification; *Test Validity; *Young Children
Identifiers: *Curriculum Based Assessment; Metropolitan Achievement Tests; Metropolitan Readiness Tests

EJ357566 TM512066
Assessment Research: An Assessment and Recommended Interventions.
Keith, Timothy Z.
School Psychology Review, v16 n3 p276-89 1987
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Journal Announcement: CIJNOV87
This article highlights three common problems with assessment research, including the following needs: (1) to adopt a hypothesis testing approach; (2) for research to be guided by available formal and informal theory, and (3) for research to be consistent with general school psychological practice. New research methodologies and new research directions are discussed. (Author/LMO)
Descriptors: *Educational Assessment; Educational Psychology ; Educational Research; Elementary Secondary Education; Factor Analysis; *Hypothesis Testing; *Research Methodology;

*Research Needs; *Research Problems; Test Validity
Identifiers: Confirmatory Factor Analysis; *Evaluation Research

ED236189 TM830698

The Effects of Training Teachers in the Use of Formative Evaluation in Reading: An Experimental-Control Comparison.

King, Robert P.; And Others

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Feb 1983

33p.

Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Contract No.: 300-80-0622

Report No.: IRLD-RR-111

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Minnesota

Journal Announcement: RIEMAR84

Target Audience: Researchers

A year long study involving 38 students in grades 1 to 6 was conducted to assess the degree of implementation of a frequent, curriculum-based measurement and evaluation system in classrooms in which the teachers had received training in the system, and to examine the effectiveness of the measurement and evaluation system in terms of enhancing the structure of the instructional lessons and students' reading achievement. The results indicated that although teachers were skillful in the measurement part of the system, they were unsuccessful in applying the evaluation components; students' instructional programs seldom were changed. In terms of the structure of the lessons, only one of the 12 structure variables (controlled practice) yielded significantly higher ratings for experimental than for control subjects. The remaining 11 variables favored experimental subjects, but were not statistically significant. No statistically significant differences in achievement were found between the two groups. All students improved over time. The results suggested that the implementation of a frequent curriculum-based measurement system is feasible and successful in improving the structure of instruction. Achievement effects may be manifest if the evaluation components are applied. (Author)

Descriptors: Criterion Referenced Tests; *Diagnostic Teaching; Elementary Education; *Elementary School Teachers; Evaluation Methods; *Formative Evaluation; Inservice Education ; Measurement Techniques; *Program Effectiveness; Program Implementation; Reading Achievement; *Reading Instruction

DIALOG File 1: ERIC - 66-90/MAR.

EJ323756 EC180606
Variations in Attention as a Function of Classroom Task Demands in Learning Handicapped and CA-Matched Nonhandicapped Children.
Krupski, Antoinette
Exceptional Children, v52 n1 p52-56 Sep 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJAN86

Learning disabled and nondisabled (N=22) children were individually observed in their classroom. Results indicated that normal youngsters spent about 80 percent of observed time on-task regardless of task demands. Learning disabled youngsters varied in their on-task behavior as a function of task demands. (Author/CL)

Descriptors: *Attention; Behavior Patterns; *Learning Disabilities; *Time on Task

EJ275528 TM507727
Restrictive Educational Settings: Exile or Haven?
Leinhardt, Gaea; Pallay, Allan
Review of Educational Research, v52 n4 p557-78 Win 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Journal Announcement: CIJMAY83

A review of the educational and emotional impact of restrictive educational settings on children in the lowest quartile of achievement asserts that the variables which are important for successful student outcomes can occur in most settings. For ethical reasons the least restrictive environment is preferred. (Author/PN)

Descriptors: *Academic Achievement; *Educational Environment ; *Low Achievement; *Mainstreaming; *Special Classes; Student Placement; Success; Teacher Effectiveness

EJ253005 TM506406
Reading Instruction and Its Effects.
Leinhardt, Gaea; And Others
American Educational Research Journal, v18 n3 p343-61 Fall 1981
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJFEB82

Reading instruction and its effects were examined for 105 students in elementary classrooms for the learning disabled. Extensive detailed observations of students, teachers, and instructional material were used to explore the plausibility of a causal model of the effects of reading behaviors and instruction on students' reading performance. (Author/GK)

Descriptors: Classroom Observation Techniques; Classroom Research; Elementary Education; *Instructional Improvement;

*Learning Disabilities; Pretests Posttests; Reading Achievement; *Reading Difficulties; Reading Improvement; *Reading Instruction; *Student Behavior; Teacher Behavior

Identifiers: *Causal Models; Comprehensive Tests of Basic Skills; Spache Diagnostic Reading Scales; Wide Range Achievement Test

EJ247990 TM506150

Overlap: What's Tested, What's Taught?

Leinhardt, Gaea; Seewald, Andrea Mar

Journal of Educational Measurement, v18 n2 p85-96 Sum 1981

Available from: Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJOCT81

In studying the effectiveness of different instructional programs, a criterion measure can favor one of the programs because there is greater overlap between the content covered on the test and in that program. This overlap can be measured using teacher estimates or teacher estimates combined with curriculum analysis. (Author/BW)

Descriptors: *Criterion Referenced Tests; Curriculum; Elementary School Mathematics; Learning Disabilities; Primary Education; *Program Evaluation; Reading Programs; Test Selection; *Test Validity

Identifiers: Comprehensive Tests of Basic Skills; Evaluation Problems; *Instructional Dimensions Study; Test Content; *Test Curriculum Overlap

EJ273688 TM507613

The Role of the Elementary School Principal in Program Improvement.

Leithwood, K. A.; Montgomery, D. J.

Review of Educational Research, v52 n3 p309-39 Fall 1982

Available from: Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)

Journal Announcement: CIJAPR83

Using a framework for planned change, this study assessed the status of knowledge about effective and ineffective school principal behaviors. Obstacles that principals face in their attempts at school improvement were also reviewed. (Author/PN)

Descriptors: *Administrator Role; Change Agents; Change Strategies; Educational Change; *Educational Improvement; *Elementary Education; *Principals; *Program Improvement; *School Effectiveness

EJ336941 TM511322

Functional Assessment of the Academic Environment.

Lentz, Francis E., Jr.; Shapiro, Edward S.

School Psychology Review, v15 n3 p346-57 1986

(cont. next page)

Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)
Journal Announcement: CIJSEP86

This paper discusses classroom variables as an academic ecology; describes how linking assessment to effective intervention requires an understanding of this ecology; reviews procedures for assessing the academic ecology including classroom observations, teacher interviews, and examination of permanent academic products; and presents a case study to illustrate this assessment process. (Author/LMO)

Descriptors: *Academic Achievement; *Classroom Environment; Classroom Observation Techniques; Educational Assessment; *Educational Environment; Elementary Secondary Education; *Evaluation Methods; Intervention; Interviews; *Remedial Instruction; School Psychologists; *Student Evaluation

EJ360284 UD513208

Educational Testing and Assessment: Research Needs and Policy Issues.
Linn, Robert L.
American Psychologist, v41 n10 p1153-60 Oct 1986
Special issue on Psychological Science and Education.
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Journal Announcement: CIJJAN88

Many of the recent appeals for educational improvement place great reliance on standardized tests as instruments of reform. The appropriateness and interpretation of these tests remain unresolved issues. Concepts of cognitive psychology should be integrated into the development of intelligence and achievement tests. (Author/VM)

Descriptors: Academic Achievement; Cognitive Psychology; *Educational Assessment; *Educational Change; Educational Policy; *Educational Research; *Evaluation Problems; Evaluative Thinking; Special Education; Teacher Certification *Testing; *Test Interpretation

EJ366041 EC201631

Redefining the Applied Research Agenda: Cooperative Learning, Prereferral, Teacher Consultation, and Peer-Mediated Interventions.
Lloyd, John Wills; And Others
Journal of Learning Disabilities, v21 n1 p43-52 Jan 1988
For related documents, see EC 201 625-630.
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); POSITION PAPER (120)
Journal Announcement: CIJJUN88

Recent literature on four intervention approaches--cooperative learning, prereferral teams, consulting teachers, and peer tutoring--recommended for accommodating atypical learners in general education settings is reviewed. It is concluded that the research to date does not justify reducing special education services. (Author/DB)

Descriptors: Classroom Techniques; Consultation Programs; Cooperation; Elementary Secondary Education; *Instructional Effectiveness; *Intervention; *Mild Disabilities; Peer Teaching; Referral; *Remedial Instruction; Tutoring

Identifiers: Special Education Regular Education Relationship

EJ336940 TM511321

Measurement and Evaluation of Task-Related Learning Behaviors: Attention to Task and Metacognition.

Lloyd, John Wills; Loper, Ann Booker

School Psychology Review, v15 n3 p336-45 1986

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)

Journal Announcement: CIJSEP86

The importance of attention to task is presented, followed by discussion of observational methods for assessing attention to task and related interventions. Issues related to assessment and intervention planning for metacognitive skills are discussed within the context of a step-wise intervention monitoring plan. (Author/LMO)

Descriptors: Academic Achievement; *Attention; *Classroom Observation Techniques; Elementary Secondary Education; Instruction; Intervention; *Learning Processes; *Metacognition ; Psychological Evaluation; *Student Behavior; *Student Evaluation; Underachievement

ED226048 TM830084

Implementation of Direct and Repeated Measurement in the School Setting.

Marston, Doug; Deno, Stanley L.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Dec 1982

45p.

Sponsoring Agency: Department of Education, Washington, DC.

Contract No.: 300-80-0622

Report No.: IRLD-RR-106

Available from: Editor, IRLD, 350 Elliott Hall, 750 East River Road, University of Minneapolis, MN 55455 ($3.00).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Minnesota

Journal Announcement: RIEJUN83

A continuous pupil progress monitoring system was implemented in two elementary schools; 552 students and 38 educational personnel were involved. The monitoring system employed was initially designed to evaluate students receiving

(cont. next page)

DIALOG File 1: ERIC - 66-90/MAR.

special services and their progress toward individual education plan reading goals. The model emphasized direct assessment in the students' grade level basal reader (Ginn Reading Series) and repeated measurement of the number of words read correctly in students' 1-minute readings for 16 weeks. The number of words read correctly by the student was tabulated and the information entered into a microcomputer program. A computer printout displayed a graph of each student's performance and a summary of descriptive statistics (baseline level, current level, average weekly gain or loss, and amount of variability in reading scores). Actual time for administration and scoring was approximately 3 minutes per student. Teachers generally felt that the information collected was instructionally relevant. The extent to which student performance data were valid indices of student achievement, were sensitive to pupil growth, and could be used to judge the efficacy of program placement and student progress in the program also were examined. Results suggest that the system can be implemented successfully on a wide-scale basis in schools. (Author/PN)

Descriptors: Cost Effectiveness; Elementary Education; *Feasibility Studies; Individualized Education Programs; *Individual Testing; *Measurement Techniques; *Reading Achievement; Student Placement; Teacher Attitudes; Test Validity; Word Recognition

Identifiers: Minneapolis Public Schools MN; *Repeated Testing

EJ370385 EC202426

The Effectiveness of Special Education: A Time Series Analysis of Reading Performance in Regular and Special Education Settings.

Marston, Douglas

Journal of Special Education, v21 n4 p13-26 Win 198 1988

Language: English

Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)

Journal Announcement: CIJSEP88

The impact of regular and special education on 11 learning-disabled children in fourth through sixth grade was studied by analyzing their slope of improvement on curriculum-based measures of reading scores. A time series analysis indicated that daily reading instruction in a resource room was a more effective intervention than regular education. (Author/JDD)

Descriptors: *Achievement Gains; Elementary Education; *Instructional Effectiveness; Intervention; *Learning Disabilities; Mainstreaming; *Outcomes of Education; *Reading Achievement; Reading Improvement; Reading Tests; Resource Room Programs; *Special Education; Teaching Methods; Trend Analysis

Identifiers: Curriculum Based Assessment; Time Series Analysis

EJ339576 TM511390

Detecting Impacts of Curricular Differences in Achievement Test Data.

Mehrens, William A.; Phillips, S. E.

Journal of Educational Measurement, v23 n3 p185-96 Fall 1986

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJNOV86

This study assessed the differences in standardized test scores resulting from curricular differences in two school systems. The degree of curriculum-test match for reading and math in grades three and six was based on ratings of that match by qualified district personnel. (Author/LMO)

Descriptors: *Achievement Tests; *Curriculum; Elementary Education; Grade 3; Grade 6; Mathematics Tests; Multivariate Analysis; Psychometrics; Research Methodology; Socioeconomic Status; *Standardized Tests; *Textbooks

Identifiers: *Curriculum Test Overlap

EJ306030 TM510036

National Tests and Local Curriculum: Match or Mismatch?

Mehrens, William A.

Educational Measurement: Issues and Practice, v3 n3 p9-15 Fall 1984

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Journal Announcement: CIJJAN85

The use of national achievement tests in schools can result in varying degrees of curricular match/mismatch with respect to local curricula. This article explores the types of mismatch which can occur, discusses the inferences made from test scores and their importance, and addresses some implications for the educational community. (EGS)

Descriptors: *Achievement Tests; *Course Content; Course Objectives; Curriculum Problems; Elementary Secondary Education; School District Autonomy; Standardized Tests; Teacher Made Tests; *Testing Problems; Test Interpretation; Test Selection; *Test Validity

Identifiers: *Curricular Validity; Test Curriculum Overlap

EJ296325 UD510631

Assessment in Context: Appraising Student Performance in Relation to Instructional Quality.

Messick, Samuel

Educational Researcher, v13 n3 p3-8 Mar 1984

Language: English

Document Type: POSITION PAPER (120)

Journal Announcement: CIJJUN84

Discusses report by a National Research Council panel on the overrepresentation of minority children and males in special education programs, especially for the educable mentally retarded. Identifies and discusses two key issues: (1)

(cont. next page)

validity of referral and assessment procedures, and (2) quality of instruction received in regular classroom and special education settings. (CJM)

Descriptors: Academic Achievement; Black Students; Criterion Referenced Tests; *Educational Diagnosis; Educational Needs; Elementary Secondary Education; Equal Education; Males; *Mild Mental Retardation; Minority Group Children; Racial Bias; *Racial Composition; *Special Education; *Student Placement

Identifiers: National Research Council

ED269500# UD024835

The School Achievement of Minority Children. New Perspectives.

Neisser, Ulric, Ed.

1986

207p.

Report No.: ISBN-0-89859-685-8

Available from: Lawrence Erlbaum Associates, Inc., Suite 102, 365 Broadway, Hillsdale, NJ 07642 ($19.95).

Document Not Available from EDRS.

Language: English

Document Type: BOOK (010); COLLECTION (020); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; New Jersey

Journal Announcement: RIESEP86

Most of the chapters in this book grew out of the Conference on the Academic Performance of Minority Children held at Cornell University in 1982. Six hypotheses about minority school achievement are presented. After a general introduction by Ulric Neisser, John Ogbu describes the effects of caste and argues that black school children are preparing themselves for the roles they expect to play later on. A. Wade Boykin discusses black culture and argues that schools are structured to maintain the hegemony of the white middle class. Ron Edmonds documents the principal differences between effective and ineffective schools. Brown, Palincsar, and Purcell examine the differential treatment effect in reading instruction and describe new participatory teaching techniques that may reduce achievement gaps between successful and unsuccessful students. Reginald Gougis argues that black students suffer stress from racial prejudice that has negative effects on learning. In the final two chapters, Richard Darlington presents findings on the effectiveness of Head Start programs and Herbert Ginsburg reviews cross-cultural and subcultural research, concluding that basic abilities for school subjects are equally present in every cultural group. (CG)

Descriptors: *Academic Achievement; *Blacks; *Cognitive Ability; Cross Cultural Studies; Elementary Secondary Education; Intelligence Differences; Intelligence Tests; *Minority Groups; Preschool Education; *Racial Bias; Reading Instruction; School Effectiveness; *Social Stratification; Teaching Methods

EJ333762 TM511169

Curriculum-Based Developmental Assessment: Congruence of Testing and Teaching.

Neisworth, John T.; Bagnato, Stephen J.

School Psychology Review, v15 n2 p180-99 1986

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)

Journal Announcement: CIJJUL86

Curriculum-based assessment (CBA) provides the most direct means for assessing and monitoring child program progress. Five areas of research in preschool assessment and four major qualities for assessment batteries are summarized. The interrelatedness of direct instruction, behavior technology, program accountability, and curriculum-based assessment is noted. (Author/LMO)

Descriptors: *Curriculum; Disabilities; *Evaluation Methods Intervention; *Preschool Children; Preschool Education; *Preschool Tests

Identifiers: *Curriculum Based Assessment

EJ315393 EC171985

The Consulting Teacher as a Clinical Researcher.

Nevin, Ann; And Others

Teacher Education and Special Education, v5 n4 p19-29 Fall 1982

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJJUL85

Interviews with 26 randomly selected University of Vermont Consulting Teacher Program graduates revealed that graduates have been actively involved in implementing single subject research designs since graduation. Data are presented on study foci, measurement systems, and independent variables. Case study examples illustrate uses of experimental analysis of behavior. (CL)

Descriptors: Case Studies; *Classroom Research; *Consultants ; *Disabilities; *Special Education Teachers; Surveys

EJ345510 EC191165

Special Focus: Effective Instruction in Reading. Improving Comprehension Skills.

Peters, Ellen, Ed.; Graves, Anne W.

Teaching Exceptional Children, v19 n2 p63-65 Win 1987

For related documents, see EC 191 163-164.

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); NON-CLASSROOM MATERIAL (055)

Journal Announcement: CIJAPR87

Target Audience: Teachers; Practitioners

(cont. next page)

DIALOG File 1: ERIC - 66-90/MAR.

Research based teaching strategies for improving the readin
comprehension of mildly handicapped students includ
identifying learning goals, breaking goals into simpler units
ordering instruction developmentally, and teaching the use o
metacognitive strategies for reading. (CB)

Descriptors: Basic Skills; Elementary Education; *Learnin
Strategies; Metacognition; *Mild Disabilities; Models
*Reading Comprehension; *Reading Difficulties; *Readin
Improvement; Research Utilization; *Skill Development
Teaching Methods

EJ326813 EC181124

**Montevideo Individualized Prescriptive Instructiona
Management System.**

Peterson, Joanne; And Others
Exceptional Children, v52 n3 p239-43 Nov 1985
Special Issue: Curriculum Based Assessment.
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJMAR86

A computer-based measurement system for monitoring studen
progress through an individualized math and reading curriculu
is described along with results of a study to determin
whether special education and Chapter 1 students could b
identified in reference to the number of units of instructio
completed by the end of a school year. (Author/CL)

Descriptors: Computer Assisted Instruction; *Compute
Managed Instruction; *Curriculum; *Diagnostic Teaching;
*Disabilities; Elementary Education; Evaluation Methods;
*Individualized Instruction; Mathematics; Reading; *Screenin
Tests

EJ373391 EA522347

**Synthesis of Research on Good Teaching: Insights from the
Work of the Institute for Research on Teaching.**

Porter, Andrew C.; Brophy, Jere
Educational Leadership, v45 n8 p74-85 May 1988
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143);
REVIEW LITERATURE (070)
Journal Announcement: CIJNOV88

In the late 1970s, teachers were viewed either as weak links
to be circumvented or as technicians to be programmed. Now
educators recognize the significance of well-educated teachers
being able to assume new powers and responsibilities to
redesign schools. This article reviews recent teaching
research and explores findings developed at the Institute for
Research on Teaching. Includes 49 references. (MLH)

Descriptors: Elementary Secondary Education; Models; *School
Effectiveness; *Teacher Effectiveness; Teacher Improvement;
*Teacher Role; *Teaching Skills
Identifiers: *Professionalism

EJ338722 EA519958
Synthesis of Research on Explicit Teaching.
Rosenshine, Barak V.
Educational Leadership, v43 n7 p60-69 Apr 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Journal Announcement: CIJNOV86
Target Audience: Administrators; Teachers; Practitioners

Research has found that effective teachers teach concepts and skills using a systematic, step-by-step instructional process. The six teaching functions are: review, presentation, guided practice, corrections and feedback, independent practice, and weekly and monthly reviews. Includes two tables and extensive references. (MD)

Descriptors: Academic Achievement; *Educational Quality; Educational Research; Elementary Secondary Education; Instructional Design; Instructional Development; Instructional Improvement; *Teacher Effectiveness; Teaching Skills

EJ258744 SP511567
How Time is Spent in Elementary Classrooms.
Rosenshine, Barak V.
Journal of Classroom Interaction, v17 n1 p16-25 Win 1981
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJJUN82

Time allocation in the second and fifth grades was divided into three major categories: (1) academic activities such as reading, mathematics, science, and social studies; (2) nonacademic activities such as music, art, and physical education; and (3) noninstructional activities such as transitions and class business. The number of minutes engaged in each category was analyzed. (JN)

Descriptors: *Academic Achievement; Beginning Teachers; *Elementary Education; Grade 2; Grade 5; *Learning Activities Mathematics Instruction; Reading Instruction; *School Schedules; Student Teacher Relationship; Teacher Evaluation; Teaching Methods; *Time Factors (Learning); *Time on Task
Identifiers: *Time Use Data

EJ284873 TM508246
Content Biases in Achievement Tests.
Schmidt, William H.
Journal of Educational Measurement, v20 n2 p165-78 Sum 1983
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); GENERAL REPORT (140)
Journal Announcement: CIJNOV83

A conception of invalidity as bias is related to content

(cont. next page)

```
validity  for  standardized  achievement  tests.  A  method o
estimating  content  bias for each of three content domains (
priori,   curricular,   and   instructional)   based   on  th
specification   of   a  content  taxonomy  is  also  proposed
(Author/CM)
  Descriptors:   *Achievement  Tests;  *Content  Analysis
Evaluation  Methods;  Instruction;  Mathematics  Education
Program Effectiveness; Scores; *Test Bias; *Test Validity
  Identifiers: Content Validity; Linkage; *Test Content


EJ366040   EC201630
  Implementing  the  Regular Education Initiative in Secondar
Schools: A Different Ball Game.
  Schumaker, Jean B.; Deshler, Donald D.
  Journal of Learning Disabilities, v21 n1 p36-42 Jan  1988
  For related documents, see EC 201 625-631.
  Language: English
  Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
  Journal Announcement: CIJJUN88
  The  article  reviews potential barriers to implementing th
Regular  Education  Initiative  (REI) in secondary schools an
then  discusses  a  set  of  factors  central  to developing
workable partnership, one that is compatible with the goals o
the  REI  but  that  also responds to the unique parameters o
secondary schools. (Author/DB)
  Descriptors:  Interdisciplinary  Approach;  *Mainstreaming
*Mild  Disabilities;  *Program  Implementation;  *Secondar
Education; *Special Education
  Identifiers:   *Special   Education   Regular   Educatio
Relationship


ED080416   SO006039
  Behavior Analysis and Education.
  Semb, George, Ed.; And Others
  Kansas Univ., Lawrence. Dept. of Human Development.
  1972
  442p.
  Available  from: Department of Human Development, Universit
of Kansas, Lawrence, Kansas 66044 ($4.98)
  EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
  Language: ENGLISH
  Journal Announcement: RIEDEC73
  This  book  presents  part of the proceedings from the Thir
Annual  Conference on Behavior Analysis in Education which wa
designed  to  provide  Project  Follow  Through  with the mos
current   research   products   in   the   field,  and  to  serv
participating  researchers  by providing a medium for exchang
of  information  regarding  the  state of the art and its mos
immediate  challenges.  The  papers published are organized i
seven  sections.  Part  I includes a discussion of some of th
current  problems  confronting  applied  behavior analysis an
suggestions  of  some  alternate  techniques behavior analysi
might  use  to  have  a  greater  impact on education. Part I
consists  of  seven  papers  which  address  themselves  t
relatively  new areas of research. Subsequent sections presen
```

a comprehensive behavior analysis program for handicapped children, description of the use of students as behavioral engineers, consideration of teacher training programs, current techniques and procedures. The concluding section emphasizes a behavioral approach to higher education. (Author/SHM)

Descriptors: *Behavioral Science Research; *Behavioral Sciences; Behavior Patterns; Case Studies; Child Development; Conference Reports; Educational Objectives; *Educational Programs; Educational Strategies; Educational Theories; Elementary Education; Higher Education; Intermediate Grades; Secondary Education; State of the Art Reviews; Student Behavior; Teacher Education

---

ED236196 TM830705

Curriculum-Based Measurement: Effects on Instruction, Teacher Estimates of Student Progress, and Student Knowledge of Performance.

Sevcik, Bonita; And Others

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Jul 1983

43p.

Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Contract No.: 300-80-0622

Report No.: IRLD-RR-124

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Minnesota

Journal Announcement: RIEMAR84

Target Audience: Researchers

Social validity is an important factor to consider when assessing proposed social and educational programs. This study used survey data to investigate the reactions of both elementary students and teachers to the use of a formative evaluation system in reading. Specifically, this study examined students' knowledge about their performance, teachers' decisions regarding student programming, the use of assessment procedures, and teachers' general reactions to the usefulness of a direct and continuous measurement and evaluation system. Results indicated generally positive reactions toward the direct and continuous measurement and evaluation system: students were more aware of working toward a goal and were more optimistic about their progress, and teachers were better able to realistically judge their students' progress. Implications are discussed regarding teachers' suggestions for modification of the procedures. (Author)

Descriptors: Criterion Referenced Tests; Curriculum Research ; *Diagnostic Teaching; Educational Improvement; Elementary Education; Evaluation Methods; *Evaluation Utilization; *Formative Evaluation; Measurement Techniques; *Reading Achievement; Resource Room Programs; Special Education;

(cont. next page)

```
*Teacher Attitudes
  Identifiers: Repeated Measures Design


EJ361021   EC200853
  An  Examination  of  Overlap  between  Reading Curricula an
Standardized Achievement Tests.
  Shapiro, Edward S.; Derr, Tami F.
  Journal of Special Education, v21 n2 p59-67 Sum  1987
  For related information, see EC 103 619.
  Language: English
  Document  Type:  JOURNAL  ARTICLE  (080);  EVALUATIVE REPOR
(142)
  Journal Announcement: CIJFEB88
  The  overlap  between  reading  subtests  of four individua
achievement  tests and five basal reading curricula for grade
1-5  were  examined. Results showed that little overlap exist
between  what  is  taught  and  what  is tested with degree o
overlap  varying  considerably  across  tests  and  curricula
(Author/DB)
  Descriptors: *Basal Reading; *Elementary Education; *Readin
Achievement;    *Reading    Instruction;    *Reading    Tests
*Standardized Tests


EJ257299   TM506695
  Research   on   Teachers  Pedagogical  Thoughts,  Judgments,
Decisions and Behavior.
  Shavelson, Richard J.; Stern, Paula
  Review of Educational Research, v51 n4 p455-98 Win  1981
  Available from: Reprint: UMI
  Language: English
  Document  Type:  JOURNAL  ARTICLE  (080);  REVIEW LITERATURE
(070)
  Journal Announcement: CIJMAY82
  Based  on  research  done  in  the  past decade, the authors
formulated  a  "schema"  of  teachers' judgments, planning and
interactive  decisions.  Recommendations  for  future research
included  development  of  a  taxonomy  of  critical  teaching
decisions, intervention, and alteration of teachers' plans and
decisions   to   improve   teaching,   and  implementation  of
recommendations. (Author/DWH)
  Descriptors:   *Decision   Making;   *Educational  Research;
Elementary  Secondary  Education;  Literature Reviews; Teacher
Behavior;   Teacher   Characteristics;   *Teacher  Evaluation;
*Teacher Improvement; *Teacher Response; *Teachers


EJ318426   EC172632
  Differentiating   Mildly   Handicapped,  Low-Achieving,  and
Regular Education Students: A Curriculum-Based Approach.
  Shinn, Mark; Marston, Doug
  Remedial and Special Education (RASE), v6 n2 p31-38 Mar-Apr
 1985
  Available from: UMI
  Language: English
  Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
```

Journal Announcement: CIJSEP85

Comparison of academic performance in students receiving special education for mildly handicapped, low achieving students receiving Chapter 1 services and regular education students (all Ss in grades 4-6) revealed statistically significant differences between groups. Results supported the conclusion that mildly handicapped students can be defined in terms of educational performance. (CL)

Descriptors: *Academic Achievement; Elementary Education; *Mild Disabilities; *Underachievement

EJ361089 EC200992

Special Education Referrals as an Index of Teacher Tolerance: Are Teachers Imperfect Tests?

Shinn, Mark R.; And Others

Exceptional Children, v54 n1 p32-40 Sep 1987

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJFEB88

The study examined teacher accuracy and bias in referring 570 students (grades 2-6) for special education placement. Students perceived as handicapped were accurately characterized by low reading achievement, but disproportionate numbers of Blacks and a greater percentage of males than females were referred from a population of low readers. (JW)

Descriptors: *Bias; Elementary Education; Ethnic Discrimination; *Identification; Reading Achievement; *Referral; Sex Bias; *Special Education; *Teacher Attitudes; Teacher Response

EJ350875 EC191994

Practice of Learning Disabilities as Social Policy.

Shinn, Mark R.; And Others

Learning Disability Quarterly, v10 n1 p17-28 Win 1987

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJJUL87

Learning disabled students (N=638), students receiving remedial Chapter 1 instruction (N=451), and regular students (N=2,337) were sorted by reading skill level. Reading achievement emerged as the best single predictor of group membership supporting school social policy of allocation of service delivery on the basis of classroom achievement. (Author/DB)

Descriptors: Elementary Education; *Learning Disabilities; *Reading Achievement; *Remedial Instruction; *Resource Allocation; School Policy; Socioeconomic Influences; *Student Placement

DIALOG File 1: ERIC - 66-90/MAR.

EJ330738 TM511048

Does Anyone Care What Happens after the Refer-Test-Place Sequence: The Systematic Evaluation of Special Education Program Effectiveness.

Shinn, Mark R.

School Psychology Review, v15 n1 p49-58 1986

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJMAY86

This study employs a program evaluation method to collect intervention effectiveness data for a special education program designed to serve mildly handicapped students with reading difficulties. The potential contributions of effectiveness data to decision making are discussed within the context of a classification model. (Author/LMO)

Descriptors: Analysis of Variance; Decision Making; *Disabilities; *Educational Assessment; Elementary Education; *Models; Program Effectiveness; *Program Evaluation; Reading Difficulties; *Reading Programs; *Special Education; Student Evaluation; Validity

ED244437 EC162450

A Correlational Analysis of the Statistical Properties of Time-Series Data and Their Relationship to Student Achievment in Resource Classrooms.

Skiba, Russell; Deno, Stanley L.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Sep 1983

39p.

Sponsoring Agency: Special Education Programs (ED/OSERS), Washington, DC.

Contract No.: 300-80-0622

Report No.: IRLD-RR-138

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Minnesota

Journal Announcement: RIEOCT84

Resource room students (N=68) in grades 1-7 of three rural and suburban Minnesota school districts participated in a study of time series data generated by a curriculum-based measurement system. A principal components factor analysis was performed to summarize relationships among the time-series properties and properties of the measurement system. In addition, multiple regression analyses were used to identify the relationship of such variables to achievement. Results indicated that the statistical characteristics of time-series data are not necessarily independent in naturally occurring data, and can be used in predicting achievement. Findings had implications in training practitioners in the use and interpretation of measurement systems based on time-series data. (Author/CL)

Descriptors: Elementary Education; *Learning Disabilities; *Measurement Techniques; Research Methodology; Statistical

Distributions; Student Evaluation

ED220806 CS006795

On Reading and Writing. Iowa Monograph.

Starlin, Clay M.
Iowa State Dept. of Public Instruction, Des Moines.
Jun 1982
80p.; Some figures may not reproduce.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S.; Iowa
Journal Announcement: RIEFEB83
Government: State
Target Audience: Practitioners

Intended for practitioners in the field of behavior disorders, this monograph presents a measurement rather than method focus to reading and writing instruction that is heavily based on the premise of developing skills, practicing such skills, and measuring growth in such skills. Two measurement concepts--proficiency and learning measurement--are interwoven in the first section on reading, which looks in depth at word pronunciation and reading comprehension and provides a standard behavior chart. The second section on writing stresses prior proficiency in reading words and structures before beginning work on writing skills. Reading proficiently is defined as reading 150-250 words correctly per minute with 5 or fewer errors. Writing activities are focused on real-world activities such as filling out application forms, making lists, or writing personal letters. These activities are presented in the separate sections on handwriting, spelling, capitalization, sentence and paragraph structure, and grammatical and vocabulary usage. Included in each section are samples of practice/evaluation sheets. Examples are also provided of directions for use in a learning center, spelling correction sheets, and file cabinet organization. (HOD)

Descriptors: Capitalization (Alphabetic); Elementary Secondary Education; Grammar; Handwriting; Language Usage; *Learning Problems; *Measurement Techniques; Pronunciation; *Reading Achievement; Reading Comprehension; *Reading Instruction; Sentence Structure; Skill Development; Spelling Instruction; Teaching Methods; Vocabulary Development; *Writing Instruction; *Writing Skills

---

ED288303 EC200774

Curriculum-Based Vocational Assessment Handbook: A Guide to the Implementation of Curriculum-Based Vocational Assessment Activities. Revised.

Stodden, Robert A.; Ianacone, Robert N.
Dependents Schools (DOD), Washington, D.C. European Area.
Jul 1986
69p.

(cont. next page)

Contract No.: DAAG-34-85-M-3666; DAJA-37-85-M-0461
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; New York
Journal Announcement: RIEAPR88
Government: Federal
Target Audience: Practitioners

This handbook is for persons, especially teachers, who collect, evaluate, and apply vocational assessment information for handicapped students in the Department of Defense Dependents Schools (DoDDS). The approach used is a developmental curriculum-based assessment process which responds to the career/vocational programming sequence through the junior high/middle school and high school years. Chapter 1 presents the rationale for vocational education programs, describes the DoDDS approach, and identifies what benefits/outcomes can be expected. Chapter 2 describes the model for the program encompassing three levels: (1) initial assessment of readiness and awareness beginning in junior high/middle school prevocational courses and activities; (2) assessment of work-related behaviors and skills in high school vocational education course work; and (3) assessment of work-related behaviors and skills in work experience settings. Chapter 3 gives a detailed breakdown of implementation steps with specific instructions for those personnel participating. Appendices include assessment rating forms and listings of references and resources for those who wish to further investigate the basis for the proposed activities. (VW)

Descriptors: *Disabilities; *Education Work Relationship; *Prevocational Education; Secondary Education; Skill Analysis *Vocational Education; *Vocational Evaluation; Work Experience Programs

Identifiers: *Curriculum Based Assessment; *Dependents Schools

ED298706 EC210640

Educational Assessment of the Culturally Diverse and Behavior Disordered Student: An Examination of Critical Effect.

Sugai, George
1988

14p.; In: Schools and the Culturally Diverse Exceptional Student: Promising Practices and Future Directions; see EC 210 633. Paper presented at the Ethnic and Multicultural Symposia (Dallas, TX, 1986).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); POSITION PAPER (120)
Geographic Source: U.S.; Oregon
Journal Announcement: RIEFEB89
Target Audience: Practitioners

The paper, originally given at a 1986 Ethnic and Multicultural Symposium, emphasizes the need for schools to recognize and understand the impact of culture on student academic and social success. Classroom based assessment and evaluation strategies for use with culturally diverse, behaviorally disordered students are reviewed and discussed. An interventionist approach to assessment and evaluation is suggested to reduce biases and improve educational decision making. It is recommended that psychometrically based, indirect assessment procedures be replaced by curriculum-based practices that focus on the educational process rather than on student performance alone. A prereferral approach to problem identification is offered. Discussion of direct observation assessment methods includes functional analysis, empirical and social validation, communicative function of behavior, and behavioral forms and critical effects. (DB)

Descriptors: *Behavior Disorders; *Classroom Observation Techniques; *Cultural Differences; Decision Making; Diagnostic Teaching; Elementary Secondary Education; Evaluation Methods; *Handicap Identification; Intervention; Referral; *Student Evaluation

Identifiers: *Curriculum Based Assessment; *Prereferrals

EJ261144 CG522337

Instructional Planning: Information Collected by School Psychologists versus Information Considered Useful by Teachers.

Thurlow, Martha L.; Ysseldyke, James E.
Journal of School Psychology, v20 n1 p3-10 Spr 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJAUG82

A limited national sample of 49 school psychologists and 30 regular education teachers provided information on assessment procedures for the purpose of instructional planning. Results showed some indications of agreement between school psychologists and teachers, but also several inconsistencies in the views of the two groups. (Author/RC)

Descriptors: Comparative Analysis; Data Collection; *Educational Assessment; Elementary Education; *Elementary School Teachers; *Evaluation Methods; *Instructional Development; National Surveys; *School Psychologists; Standardized Tests

EJ223800 EC123190

Current Assessment and Decision-Making Practices in Model LD Programs.

Thurlow, Martha L.; Ysseldyke, James E.
Learning Disability Quarterly, v2 n4 p15-24 Fall 1979
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJOCT80

The assessment and decision-making practices used by 44 child service demonstration centers, which provide services to learning disabled (LD) children, were investigated in a

(cont. next page)

national survey. Results suggested that assessment and decision making in the field of learning disabilities are characterized by variability and inconsistency. (Author/DLS)

Descriptors: Children; *Decision Making; *Educational Diagnosis; *Evaluation Methods; *Learning Disabilities; National Surveys; *Student Evaluation

Identifiers: *Child Service Demonstration Centers

EJ360955 EC200687

The Effect of Different Metrics on Interpretations of Change in Program Evaluation.

Tindal, Gerald; And Others

Remedial and Special Education (RASE), v8 n5 p19-28 Sep-Oct 1987

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)

Journal Announcement: CIJFEB88

Target Audience: Researchers

The study examined the hypothesis that different evaluative interpretations of studies of special education effectiveness may be a function of the manner in which data are summarized and reported. Four metrics are compared including raw score, grade-equivalent score, z-score, and discrepancy index. Criteria for selecting metrics for program evaluation are considered. (Author/DB)

Descriptors: *Disabilities; Elementary Secondary Education; *Evaluation Methods; Grade Equivalent Scores; *Program Evaluation; Raw Scores; *Research Methodology; Scores; *Special Education; *Test Theory

Identifiers: Discrepancy Measure; Z Scores

EJ319236 SP514911

Empirical Validation of Criterion-Referenced Tests.

Tindal, Gerald; And Others

Journal of Educational Research, v78 n4 p203-09 Mar-Apr 1985

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJSEP85

This study examined the test-retest reliability and criterion validity of basal mastery tests of three commercial reading series. Results indicated that reliability and validity of the test varied among and within instruments. Implications for developing and using basal mastery tests are discussed. (Author/MT)

Descriptors: Basal Reading; *Criterion Referenced Tests; Elementary Education; *Mastery Tests; Reading Programs; *Reading Tests; *Test Reliability; *Test Validity

EJ313823 EC171832

Investigating the Effectiveness of Special Education: An Analysis of Methodology.

Tindal, Gerald

Journal of Learning Disabilities, v18 n2 p101-12 Feb 1985
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Journal Announcement: CIJJUN85

The review examines evaluations of the efficacy of special education programs for mildly disabled children. The author suggests that serious methodological flaws make our present knowledge in this area very weak and proposes a methodology to address and overcome many of the limitations of previous research. (Author)

Descriptors: Elementary Secondary Education; *Mild Disabilities; *Program Effectiveness; *Program Evaluation; *Research Methodology; *Research Problems

ED228830 EC151688

The Pine County Model for Special Education Delivery: A Data-Based System.

Tindal, Gerald; And Others
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
Nov 1982
50p.
Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Contract No.: 300-80-0622
Report No.: IRLD-Mono-19
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Minnesota
Journal Announcement: RIESEP83

The Pine County Model on special education delivery is based on simple, curriculum-based data. Five decisions are at the center of the model: problem selection, program selection, program operationalization, program improvement, and program certification. At each stage of the decision making process, student performance data are gathered using the student's classroom materials. In this way, all decisions have a common data base providing continuity to the student's records and clarifying student progress. Specifics for each educational decision and case examples in both academic and social behavior are included. (Author/CL)

Descriptors: Case Studies; *Decision Making; *Delivery Systems; *Disabilities; Elementary Secondary Education; Eligibility; *Models; Student Evaluation

ED218846 EC143108

The Relationship Between Student Achievement and Teacher Assessment of Short- or Long-Term Goals.

Tindal, Gerald; And Others
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

(cont. next page)

Nov 1981
31p.; Print of figures may be marginal.
Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Contract No.: 300-80-0622
Report No.: IRLD-RR-61
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Minnesota
Journal Announcement: RIEDEC82

The effects on student achievement of goal size and data utilization rule and measurement frequency were evaluated with 20 special education teachers, each of whom selected 4 to 6 students (mean age 10.3 years) for participation. Teachers were assigned randomly to either a short term goal measurement or a long term goal measurement treatment. Teachers then randomly assigned each student to daily, weekly, or pre-post measurement, so that each teacher had one or two students in each measurement frequency cell. Students' oral reading rate was measured at weeks 1, 7, and 12 on random samples of isolated words comprised of kindergarten through third grade reading vocabulary. At week 12, students' oral reading rate was measured on third grade passages from basal texts. Analyses of variance revealed no treatment effect on any dependent measure. The findings contradicted previous research, and may be partly explained by poor implementation of the treatments. (Author)

Descriptors: *Academic Achievement; *Disabilities; *Educational Objectives; *Measurement Techniques

EJ280960 EC151360

Toward a Behavioral Model of Academic Remediation with Learning Disabled Children.

Treiber, Frank A.; Lahey, Benjamin B.
Journal of Learning Disabilities, v16 n2 p111-16 Feb 1983
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJSEP83

Characteristics of a behavioral approach to remediating academic deficits of learning disabled (LD) children are reviewed. The behavioral approach encompasses individualization and mastery learning, direct teaching, and an emphasis on measurement. (SEW)

Descriptors: Attention Span; *Behavior Modification; *Behavior Problems; Conceptual Tempo; *Hyperactivity; Individualized Instruction; Intervention; Learning Disabilities; *Mastery Learning; *Remedial Instruction

EJ278060 EC151568

Learning Disabilities: The Experts Speak Out.

Tucker, James; And Others
Journal of Learning Disabilities, v16 n1 p6-14 Jan 1983
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJJUL83

Researchers, policymakers, and teacher trainers, identified as being on the "cutting edge" of research and programing in learning disabilities, responded to surveys in 1975 and 1981. The "experts" generally endorsed learning disabilities as viable classifications and asserted that they are identifiable by specific symptoms or syndrome of symptoms. (Author/CL)

Descriptors: *Definitions; *Handicap Identification; *Incidence; Learning Disabilities; *Opinions; *Teacher Educators

---

ED304871 EC220543

Guiding Instruction Effectively by Using Curriculum-Based Assessment. Every Student Needs Something Special in Education.

Tucker, James A.

3 Apr 1989

42p.; Paper presented at the Preconvention Training Program "Exploring the Theory/Practice Link in Special Education" at the Annual Convention of the Council for Exceptional Children (67th, San Francisco, CA, April 2-3, 1989).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Pennsylvania

Journal Announcement: RIEAUG89

Target Audience: Practitioners

Curriculum-based assessment (CBA) represents a shift from use of standardized tests as quantifiers of student achievement toward traditional data-based instructional management. The role of assessment in educational programs is explored through presentation of three contrasting perspectives: assessment for placement versus assessment for instruction, education for the handicapped versus special education, and bureaucratic form versus educational reform. The CBA approach requires mechanisms for the collection of data and higher expectations of students. Instructional assistance involves motivating the student, teaching to mastery, and practicing until the skill becomes automatic. CBA can eliminate a large proportion of referrals to special education and expensive pull-out programs through use of more effective instructional strategies. The CBA concept rests on the finding that students learn better when taught at the "instructional" level, where a student already knows 93% to 97% of the material to be read or 70% to 85% of the material to be practiced in drill. An example of applying CBA to reading instruction presents techniques for word recognition, fluency, and comprehension. The appendix contains descriptions of schools that have implemented CBA. (JDD)

Descriptors: Data Collection; Diagnostic Teaching; *Disabilities; Elementary Secondary Education; *Instructional Effectiveness; Referral; Special Education; *Student Evaluation; Student Placement; *Teaching Methods; Theory

(cont. next page)

Practice Relationship
Identifiers: *Curriculum Based Assessment

ED236864 EC160885
Non Test-Based Assessment: Trainer Manual
Tucker, James A.
Minnesota Univ., Minneapolis. National School Psychology Inservice Training Network.
1981
497p.; For related documents, see EC 160 883-884.
Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Grant No.: G00784657
Available from: National School Psychology Inservice Training Network, Psychology in the School Program, N532 Elliott Hall, 75 E. River Rd., Minneapolis, MN 55455 ($72.00).
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Minnesota
Journal Announcement: RIEAPR84
Target Audience: Counselors; Practitioners

The manual presents information for school psychologists on non-test-based assessment for children with suspected handicapping conditions. The information is provided in a workshop format, with instructions for presenters (objectives, content outlines, and lesson plans). It is explained that non-test-based assessment is meant to complement standardized norm-referenced methods. Each of four units includes a user's guide, script for the presenter, transparencies to be used in the session, workbook activities, and a resource guide. The first unit presents an introduction and overview to non-test-based assessment, including information on variables producing assessment errors and common categories of a comprehensive individual assessment. The second unit focuses on observation based assessment ,with attention on data collection and behavior measurement. Interview based assesssment is the topic of the third unit which considers, among other subjects, interviewing skills, components of effective interviews, and analysis of interview data. The final type of assessment data discussed is curriculum based assessment. Among areas covered are its applications to reading and mathematics. (CL)

Descriptors: Curriculum; *Disabilities; Elementary Secondary Education; *Informal Assessment; *Interviews; *School Psychologists; *Student Evaluation; Workshops

EJ367430 EC201897
Principles for Classroom Comprehension Assessment.
Valencia, Sheila W.; Pearson, P. David
Remedial and Special Education (RASE), v9 n1 p26-35 Jan-Feb 1988
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE

(070); POSITION PAPER (120)
Journal Announcement: CIJJUL88
Target Audience: Teachers; Practitioners

Principles that should guide reading comprehension assessment include acknowledging the complexity of reading, focusing on orchestrating rather than isolating skills, regarding reading as a dynamic process, developing techniques that encourage student-teacher interactions, and using a variety of reading comprehension measures. The principles are applied to several classroom assessment situations. (Author/JDD)

Descriptors: Classroom Techniques; Educational Diagnosis; Elementary Secondary Education; Evaluation Methods; *Reading Comprehension; *Reading Difficulties; Reading Processes; *Reading Tests; *Student Evaluation; Teacher Student Relationship

EJ335643 CG530294

Curriculum Biasing Effects in Standardized and Criterion-Referenced Reading Achievement Tests.

Webster, Raymond E.; And Others
Psychology in the Schools, v23 n2 p205-13 Apr 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJSEP86

Extent of curriculum bias was analyzed using seven standardized and criterion-referenced reading achievement tests. Bias was examined relative to five commercial reading programs at the third-grade level. Results indicated that the degree of bias varied widely depending on the specific test and program used for reading instruction. (Author/ABB)

Descriptors: *Achievement Tests; Content Analysis; Criterion Referenced Tests; *Curriculum Evaluation; Elementary Education ; Grade 3; *Reading Instruction; Reading Programs; *Reading Tests; Standardized Tests; *Test Bias

ED236193 TM830702

The Impact of the Structure of Instruction and the Use of Technically Adequate Instructional Data on Reading Improvement.

Wesson, Caren; And Others
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
May 1983
46p.
Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Contract No.: 300-80-0622
Report No.: IRLD-RR-116
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)

(cont. next page)

Geographic Source: U.S.; Minnesota
Journal Announcement: RIEMAR84
Target Audience: Researchers

The purpose of this study was to ascertain the effects of two factors, the data base used for instructional decision making and the structure of instruction, on student achievement. The dependent data were the number of words read correctly by 117 elementary school students on three basal reading passages. Students were rank ordered in two ways: first by the degree of implementation of a technically adequate curriculum-based measurement and evaluation system, and second by the degree of structure in their instructional programs. The top 27 percent were compared to the bottom 27 percent for both variables. The t tests on the mean z scores indicated no difference in achievement due to the structure of instruction. A significant difference was found between high and low implementation groups on one reading passage; differences between scores on two other passages were not significant but were in the same direction, supporting the hypothesis that a high degree of implementation of a technically adequate data system does lead to greater achievement. The discussion addresses implications for teaching practices. (Author)

Descriptors: Criterion Referenced Tests; Decision Making; Diagnostic Teaching; Elementary Education; Evaluation Methods *Individualized Education Programs; *Instructional Development ; Measurement Techniques; Rating Scales; *Reading Achievement *Reading Instruction; Special Education Teachers; *Student Evaluation

Identifiers: Accuracy of Implementation Rating Scale

ED227127 TM830110

Teaching Structure and Student Achievement Effects of Curriculum-Based Measurement: A Causal (Structural) Analysis.

Wesson, Caren; And Others

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Dec 1982

76p.

Sponsoring Agency: Special Education Programs (ED/OSERS), Washington, DC.

Contract No.: 300-80-0622

Report No.: IRLD-RR-105

Available from: Editor, IRLD, 350 Elliott Hall, 750 East River Road, University of Minneapolis, MN 55455 ($3.00)

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); NON-CLASSROOM MATERIAL (055); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Minnesota

Journal Announcement: RIEJUL83

To achieve substantive as well as procedural compliance with Public Law 94-142, it must be determined whether using the formative evaluation system which is useful for monitoring the effects of instruction, increases teacher success in developing student programs. Causal modeling techniques were used to examine the relationships among implementation of a formative evaluation system, structure of instructional programs, and achievement for 117 students in grades 1-7. The Accuracy of Implementation Rating Scale monitored implementation procedures and the Structure of Instruction Rating Scale measured the degree of instructional lesson structure students received. Reading achievement measures were collected three times over the 5-month period by 31 trained teachers. Measurement, structure, and achievement were stable across time and measurement had a short-lived effect on achievement. Measuring student performance had an early effect on achievement, as did silent reading practice. Determining the effect of implementation of an evaluation system or structure of lessons and student achievement was not realized via the present analysis. The appendices contain the Accuracy of Implementation Rating Scale and the Structure of Instruction Rating Scale. (Author/PN)

Descriptors: *Academic Achievement; Curriculum Development; Elementary Education; Federal Legislation; *Formative Evaluation; *Individualized Education Programs; *Instructional Design; *Instructional Improvement; Program Development; Program Effectiveness; Reading Achievement; Special Education *Student Evaluation

Identifiers: Accuracy of Implementation Rating Scale; Minnesota; Structure of Instruction Rating Scale

EJ385146 CS737417

An Efficient Technique for Establishing Reading Groups.

Wesson, Caren L.; And Others

Reading Teacher, v42 n7 p466-69 Mar 1989

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); TEACHING GUIDE (052)

Journal Announcement: CIJJUL89

Describes curriculum based measurement (CBM), a procedure which rank orders students based on the number of correct words per minute read from three basal passages. Emphasizes that this procedure is efficient in forming reading groups and monitoring students' progress. (MM)

Descriptors: *Ability Grouping; Basal Reading; Elementary Education; *Grouping (Instructional Purposes); Reading Achievement; Reading Diagnosis; Reading Instruction; Student Evaluation; Teaching Methods

Identifiers: *Curriculum Based Assessment; *Reading Groups

EJ298191 EC161926

Direct and Frequent Measurement of Student Performance: If It's Good for Us, Why Don't We Do It?

Wesson, Caren L.; And Others

Learning Disability Quarterly, v7 n1 p45-48 Win 1984

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

(cont. next page)

DIALOG File 1: ERIC - 66-90/MAR.

Journal Announcement: CIJAUG84

A survey of 136 teachers serving learning disabled students indicated such results as that 82.1 percent knew about direct and frequent measurement; that 43.8 percent used the approach, expending 10 percent time; and that 46.4 percent did not use the technique due to perceived lack of time or skills. (Authors/MC)

Descriptors: *Academic Achievement; *Learning Disabilities; *Special Education Teachers; *Student Evaluation; Surveys; Testing

Identifiers: *Direct Assessment

EJ306032 TM510038

Using Standardized Tests for Assessing Local Learning Objectives.

Wilson, Sandra Meachan; Hiscox, Michael D.

Educational Measurement: Issues and Practice, v3 n3 p19-22 Fall 1984

Language: English

Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)

Journal Announcement: CIJJAN85

This article presents a model that can be used by local school districts for reanalyzing standardized test results to obtain a more valid assessment of local learning objectives can be used to identify strengths/weaknesses of existing programs as well as individual students. (EGS)

Descriptors: *Educational Objectives; *Item Analysis; Models ; School Districts; Scores; *Standardized Tests; Testing Problems; *Test Interpretation; Test Items; *Test Use; Test Validity

Identifiers: *Curricular Validity

EJ333819 UD512082

Over-Programmed Materials: Taking the Teacher out of Teaching.

Woodward, Arthur

American Educator, v10 n1 p26-31 Spr 1986

Language: English

Document Type: JOURNAL ARTICLE (080); GENERAL REPORT (140)

Journal Announcement: CIJJUL86

Argues that the prevalent use of textbook and teachers' guide packages is one of the greatest factors responsible for the current ills affecting teaching. Administrators have too frequently insisted on the slavish use of these prefabricated materials, which reflects a deprofessionalized image of teaching. (KH)

Descriptors: Elementary Secondary Education; *Reading Instruction; Reading Materials; Teacher Administrator Relationship; *Teacher Effectiveness; *Teacher Role; *Teaching Guides; *Textbooks

EJ334348 EC182439

Assessment for Instructional Planning.

Zigmond, Naomi; Miller, Sandra E.

Exceptional Children, v52 n6 p501-09 Apr 1986

Special Issue: In Search of Excellence: Instruction that Works in Special Education Classrooms.

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)

Journal Announcement: CIJAUG86

Current approaches to assessment of what to teach and how to teach, and their limitations, are discussed. Suggestions are made for modifying current approaches in favor of a post hoc procedure that uses frequent student evaluation to provide the database from which decisions regarding modifications of teaching strategies may be made. (Author/CL)

Descriptors: *Disabilities; Elementary Secondary Education; *Evaluation Methods; *Student Evaluation; Teaching Methods

EJ326668 EC180879

Managing the Mainstream: An Analysis of Teacher Attitudes and Student Performance in Mainstream High School Programs.

Zigmond, Naomi; And Others

Journal of Learning Disabilities, v18 n9 p535-41 Nov 1985

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJMAR86

Four studies in 12 urban high schools explored accommodative powers of mainstream secondary schools and effects of teachers' attitudes and student behaviors. Findings suggested that mainstream teachers recognize the low achievement of learning disabled students but do very little that is different instructionally when these students are assigned to regular-content classes. (Author/CL)

Descriptors: *Failure; High Schools; *Learning Disabilities *Mainstreaming; Student Attitudes; *Teacher Attitudes; *Teacher Role; Urban Areas

EJ386546 TM514236

Primary Prevention: Expanding the Impact of Psychological Services in Schools.

Zins, Joseph E.; And Others

School Psychology Review, v17 n4 p542-49 1988

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)

Journal Announcement: CIJJUL89

Primary prevention interventions used to reduce the incidence of new cases of a disorder occurring in the general population are discussed, as are the means by which such services can be provided in schools. Examples of the types of

(cont. next page)

programs that can be implemented are provided. (SLD)

Descriptors: *Ancillary School Services; Counseling Services; Elementary Secondary Education; Intervention; *Mental Health Programs; *Psychological Services; School Health Services; School Psychologists

Identifiers: *Primary Prevention

ED297552 EC210604

Instructional Practices. Abstract IV: Research & Resources on Special Education.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Apr 1986

3p.

Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.

Contract No.: 400-84-0010

Available from: ERIC/OSEP Special Project on Interagency Information Dissemination, Council on Exceptional Children, 1920 Association Dr., Reston, VA 22091 (free).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: BOOK-PRODUCT REVIEW (072)

Geographic Source: U.S.; Virginia

Journal Announcement: RIEJAN89

Target Audience: Practitioners; Researchers

An extended abstract is provided for a major article titled "The Effects of Frequent Curriculum-Based Measurement and Evaluation on Pedagogy, Student Achievement, and Student Awareness of Learning" is described. The article summarizes research on the educational effects of data-based program modification (DBPM). Thirty-nine special education teachers volunteered to participate in an inservice training project, and were assigned to an experimental group which was taught DBPM procedures or a contrast group which was taught general strategies for diagnosing and treating learning/behavior problems. Each teacher wrote and monitored Individualized Education Program goals for three or four special education students. Analysis of results indicated that students whose teachers used the DBPM ongoing measurement and evaluation system had higher reading achievement than students in the contrast group and were more knowledgeable about their own learning than other pupils. In addition, the DBPM teachers appeared to be more realistic about and responsive to student progress. (JDD)

Descriptors: *Academic Achievement; *Disabilities; Elementary Secondary Education; *Evaluation Methods; Inservice Teacher Education; Measurement Techniques; *Metacognition; Outcomes of Education; Reading Achievement; Special Education Teachers; *Student Evaluation; Student Reaction

Identifiers: *Curriculum Based Assessment; *Data Based Program Modification

SECTION V

ECER Abstracts

DIALOG File 54: ECER/EXCEP CHILD - 66-90/FEB

EC190423
Curriculum-Based Assessment for the Young Exceptional Child: Rationale and Review.
Bagnato, Stephen J. And Others
Topics in Early Childhood Special Education v6 n2 p97-110 Sum 1986; 1986-Sum 14P.
NOTE: Theme Issue: Assessment of Handicapped Children and Their Families: New Directions.
UMI
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 080; 070; 120;

The article summarizes a typology of 21 selected curriculum-based assessment (CBA) measures available to early childhood specialists serving handicapped children, including normal developmental CBA scales, adaptive measures, handicap-specific instruments, strategy-matched materials, and curriculum-referenced measures. (Author/JW)

DESCRIPTORS: *Disabilities; *Diagnostic Teaching; *Evaluation Methods; *Measurement Techniques; Child Development; Educational Testing; Classification; *Tests;
IDENTIFIERS: *Curriculum Based Assessment;

EC200704
Assessment in Special Education.
Berdine, William H.; Meyer, Stacie Anne
1987- 444P.
Little Brown and Co., 4284 41st St., San Diego, CA 92105 ($24.76).
EDRS: NOT AVAILABLE
REPORT NO.: ISBN-0-316-09141-3
DOCUMENT TYPE: 010; 051;

The text focuses on the assessment of pupil performance in special education and is organized around the major classification areas, reflecting current special education practice. Application by classroom teachers of the principles and tools of assessment is emphasized throughout. It is divided into four major parts. Part I, ""Foundations of Educational Assessment in Special Education,'' contains three chapters that describe a model for effective and efficient classroom assessment, examine procedures for collecting data through direct observation, and study basic principles involved in measuring pupil performance and developing educational tests. Part II, ""Cross-Categorical Assessment Considerations,'' contains three chapters that address the assessment of language impairments, assessment in early childhood special education, and assessment of children's social and behavioral problems. Part III, ""Categorical Assessment Considerations,'' contains five chapters that cover the assessment of mildly handicapped, trainable mentally handicapped, profoundly handicapped, physically handicapped, and gifted pupils. The chapter comprising Part IV, ""Epilogue,'' synthesizes information presented earlier (1) to illustrate where among the book's chapters interaction and interplay are found with the five-level assessment model described in Chapter I, and (2) to provide a discussion of microcomputer applications in assessment and the emerging role that this technology may have in the field of special education assessment. Appendices include a test review form; tables listing inventories and norm- and criterion-referenced tests of reading, written language, and mathematics; and an overview of the different assessment methods used with gifted learners. (VW)

DESCRIPTORS: *Disabilities; *Gifted; Language Handicaps; Mild Disabilities; Mental Retardation; Severe Disabilities; Physical Disabilities; Elementary Secondary Education; Early Childhood Education; *Testing; Test Reliability; Test Interpretation; Screening Tests; Eligibility; *Special Education; *Evaluation Methods; *Student Evaluation; Individualized Education Programs; Curriculum Development; Observation; Computer Managed Instruction; Criterion Referenced Tests;
IDENTIFIERS: Curriculum Based Assessment; Categorical Special Education;

EC202923
Curriculum Based Instruction for Special Education Students.
Bigge, June
1988- 391P.
Mayfield Publishing Company, 1240 Villa St., Mountain View, CA 94041 ($25.95).
EDRS: NOT AVAILABLE
REPORT NO.: ISBN-0-87484-694-3
DOCUMENT TYPE: 051; 052

Intended for special education personnel and others responsible for curriculum, assessment, and instruction of special education students; the text organizes interventions according to the generalized and functional needs of students. When applicable, disability-specific interventions are introduced. Regular education core-curriculum is used as the central reference point with special education curriculum having four options: identical (to regular education) curriculum, parallel curriculum, practical academic curriculum, and life management curriculum. The first chapter stresses the importance of curriculum being powerful, describable, assessment-linked, and accessible. The second chapter addresses relationships between curriculum, assessment, and instruction describing approaches to finding present performance levels and gives instructions on writing instructional objectives that comply with federal laws and regulations. Chapter 3 explains how to pinpoint actual or potential needs for modifications in student response methods with an overview of response methods organized by functional need according to participation in various school activities The fourth

(cont. next page)

chapter discusses procedures for modifying teacher presentation modalities, while the fifth chapter presents an overview of effective instructional strategies. Chapter 6 focuses on the teaching of thinking skills described on a continuum according to complexity. Chapter 7 explains a strategy for reducing complexities of schoolwork for students unable to work at the regular complexity level. Chapter 8 presents examples of existing courses of study for special education students and Chapter 9 illustrates alternate approaches to life management curriculum. The final chapter examines issues of evaluation and grading of special education students. (Author/DB)

DESCRIPTORS: *Disabilities; *Educational Methods; *Teaching Methods; *Student Evaluation; Evaluation Methods; *Curriculum Development; Instructional Design; Instructional Effectiveness ; Daily Living Skills; Cognitive Processes; Intervention; Special Education; Elementary Secondary Education; Student Educational Objectives; Grading
IDENTIFIERS: *Curriculum Based Assessment

EC181123
Using Curriculum-Based Assessment Data to Make Instructional Decisions.
Blankenship, Colleen S.
Exceptional Children v52 n3 p233-38 Nov 1985; 1985-Nov 6P.
NOTE: Special Issue: Curriculum Based Assessment.
UMI
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 080; 055;

The article describes the essential features of curriculum-based assessment (CBA) and provides suggestions for developing them. Special emphasis is placed on describing how teachers can use CBA results to place students into curriculum materials, adjust instruction based on their performance, and evaluate and communicate pupil progress. (Author/CL)

DESCRIPTORS: *Disabilities; *Curriculum; *Evaluation Methods ; Elementary Secondary Education; Teaching Methods; *Diagnostic Teaching; Student Evaluation;
IDENTIFIERS: *Curriculum Based Assessment;

EC201635
A Classroom-Based Model for Assessing Students with Learning Disabilities.
Bursuck, William D.; Lessen, Elliott
Learning Disabilities Focus v3 n1 p17-29 Fall 1987; 1987-Fa 13P.
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 080; 141

The article describes C-BAID (Curriculum Based Assessment and Instructional Design), a school-wide curriculum-based assessment system which identifies the learning problems and appropriate programming for elementary grade students with learning disabilities. The system consists of three parts: academic skill probes, work habits observation, and an inventory of the classroom environment. (Author/DB)

DESCRIPTORS: *Learning Disabilities; Elementary Education; *Student Evaluation; *Diagnostic Teaching; *Educational Diagnosis; *Curriculum Development; Classroom Environment; Study Habits; Academic Achievement; Models
IDENTIFIERS: *Curriculum Based Assessment

EC212396
Experimental Teaching: Changing Beliefs about Effective Instructional Practices.
Casey, Ann And Others
Teacher Education and Special Education v11 n3 p123-31 Sum 1988; 1988-Sum 9P.
UMI
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 080; 143

Twenty-seven elementary-level special educators used frequent curriculum-based measurement to test their a priori hypotheses about the relative effectiveness of different teaching strategies. The teachers became less dogmatic in their beliefs about effective teaching strategies and were more accepting of the premise that teaching strategies are scientific hypotheses to be tested. (Author/JDD)

DESCRIPTORS: *Disabilities; Elementary Education; *Special Education Teachers; *Teaching Methods; *Teacher Effectiveness *Teacher Attitudes; Student Evaluation; Evaluation Methods; *Hypothesis Testing
IDENTIFIERS: *Curriculum Based Assessment

EC191476
A Comparison of LD and MMH Students Using Curriculum-Based Achievement Measures.
Casey, Ann Marie
1986- 101P.
NOTE: University of Minnesota.
UMI, P.O. Box 1346, Ann Arbor, MI 48106 Order No. DA8622575.
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 041; 141;

No abstract.

DESCRIPTORS: *Learning Disabilities; *Mild Mental Retardation; *Academic Achievement; *Handicap Identification; *Student Evaluation; Special Classes; Mathematics Achievement Reading Achievement;
IDENTIFIERS: *Curriculum Based Assessment;

DIALOG File 54: ECER/EXCEP CHILD - 66-90/FEB

EC181127
Implementing Curriculum-Based Assessment: Considerations for Pupil Appraisal Professionals.
Coulter, W. Alan
Exceptional Children v52 n3 p277-81 Nov 1985; 1985-Nov 5P.
NOTE: Special Issue: Curriculum Based Assessment.
UMI
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 080; 141;

The article describes the efforts of the New Orleans public schools to incorporate CBA (curriculum-based assessment) into their assessment practices in accordance with Louisiana rules and regulations. A training model was instituted that included shadowing, a process whereby the trainee practices a new skill in a work setting and receives immediate feedback. (Author/CL)

DESCRIPTORS: *Disabilities; *Curriculum; *Student Evaluation; *Inservice Teacher Education; Elementary Secondary Education; Teacher Workshops; Models; Feedback;
IDENTIFIERS: *Curriculum Based Assessment; New Orleans (LA);

EC192400
Developing Curriculum-Based Measurement Systems for Data-Based Special Education Problem Solving.
Deno, Stanley L.; Fuchs, Lynn S.
Focus on Exceptional Children v19 n8 p1-16 Apr 1987; 1987-Apr 16P.
UMI
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 080; 052; 120;

Procedures for developing curriculum-based measurement (CBM) systems are presented as an approach to special education problem-solving. CBM procedures are discussed within the context of a decision-making matrix, focusing on ""what'' and ""how'' to measure and how to use data. An example applies the method to reading-aloud performance. (KM)

DESCRIPTORS: *Disabilities; *Student Evaluation; *Evaluation Methods; Elementary Secondary Education; *Measurement Techniques; Problem Solving; Decision Making; *Test Construction; Test Interpretation; Test Reliability; Test Validity; Academic Achievement; Reading Difficulties; Reading Aloud to Others; Diagnostic Teaching;
IDENTIFIERS: *Curriculum Based Measurement;

EC181122
Curriculum-Based Measurement: The Emerging Alternative.
Deno, Stanley L.
Exceptional Children v52 n3 p219-32 Nov 1985; 1985-Nov 14P.
NOTE: Special Issue: Curriculum Based Assessment.
UMI

EDRS: NOT AVAILABLE
DOCUMENT TYPE: 080; 055;

Curriculum-based measurement (CBM) combines the advantages of informal assessment and commercial standardized tests. Reliability and validity research on CBM is cited along with its benefits in special education (improved communication, increased sensitivity, improved database, and peer referencing). (CL)

DESCRIPTORS: *Disabilities; *Evaluation Methods; *Student Evaluation; *Curriculum; Elementary Secondary Education; Special Education; Measurement Techniques;
IDENTIFIERS: *Curriculum Based Assessment;

EC200195
Curriculum-Based Measurement, Program Development, Graphing Performance and Increasing Efficiency.
Deno, Stanley L. And Others
Teaching Exceptional Children v20 n1 p41-47 Fal 1987; 1987-Fal 7P.
UMI
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 080; 055;

Four brief articles look at aspects of curriculum based measurement (CBM) for academically handicapped students including procedures of CBM with examples, different approaches to graphing student performance, and solutions to the problem of making time to measure student progress frequently. (DB)

DESCRIPTORS: *Mild Disabilities; Elementary Secondary Education; *Diagnostic Teaching; *Recordkeeping; *Time Management; Student Evaluation; Informal Assessment; Teaching Methods;
IDENTIFIERS: *Curriculum Based Assessment;

EC190301
Direct and Frequent Curriculum-Based Measurement: An Alternative for Educational Decision Making.
Deno, Stanley L. And Others
Special Services in the Schools v2 n2-3 p5-27 Win-Spr 1985-86 oneshot; 198-Wi/Sp 85/ 23P.
NOTE: Journal Availability: The Haworth Press, Inc., 75 Griswald St., Binghamton, NY 13904. Theme Issue: Emerging Perspectives on Assessment of Exceptional Children.
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 080; 141;

Several alternative curriculum-based measurement (CBM) assessment models for use with handicapped children are discussed: the resource/consulting teacher and Vermont

(cont. next page)

DIALOG File 54: ECER/EXCEP CHILD - 66-90/FEB

consultant teacher models, directive teaching, precision teaching, and data based program modification. A case example showing the use of CBM to make instructional and placement decisions is offered. (Author/DB)

DESCRIPTORS: *Disabilities; Elementary Secondary Education; Resource Teachers; Consultants; *Precision Teaching; *Diagnostic Teaching; Student Placement; *Decision Making; *Student Evaluation; Models;
IDENTIFIERS: *Curriculum Based Measurement; *Data Based Program Modification;

EC142244
Reading and the Learning Disabled Student: Where Are We? What Can We Do?
French, Joyce N.; Cozzi, Peg
Education Unlimited v3 n4 p6-8 Fall 1981; 1981-Fal 3P.
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 080; 070;

Research is reviewed on the effectiveness of teaching reading to learning disabled students, and procedures for conducting curriculum based assessment are outlined. The authors consider studies relating to the classification of learning disabilities, the use of process oriented tests to diagnose learning disabilities, and effectiveness of process oriented training programs. It is pointed out that curriculum based assessment can yield accurate evaluation of students' reading skills and deficits and give some indication of the direction reading instruction should take. Some evaluation and instructional alternatives are listed. (SB)

DESCRIPTORS: *Learning Disabilities; *Reading Instruction; *Student Evaluation; *Curriculum Evaluation; Elementary Secondary Education; Teaching Methods; Evaluation Methods;

EC200662
Norm-Referenced Tests: Are They Valid for Use with Handicapped Students?
Fuchs, Douglas And Others
Exceptional Children v54 n3 p263-71 Nov 1987; 1987-Nov 9P.
UMI
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 080; 142;

This study analyzed user manuals and technical supplements of 27 aptitude and achievement tests to determine whether handicapped children were included in development of the tests' norms, items, reliability indices, and validity indices. Most test developers provided scant evidence that their tests were valid for use with handicapped students. (JDD) :

DESCRIPTORS: *Norm Referenced Tests; *Testing Problems;

*Test Manuals; *Test Validity; *Disabilities; Test Reliability ; Test Items; Test Construction; Achievement Tests; Aptitude Tests; Elementary Secondary Education;

EC190318
Curriculum-Based Assessment of Progress toward Long-Term and Short-Term Goals.
Fuchs, Lynn S.; Fuchs, Douglas
Journal of Special Education v20 n1 p69-82 Spr 1986; 1986-Spr 14P.
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 080; 070;

The meta analysis explored how measuring special education student progress toward long-term vs. short-term goals affects achievement outcomes. Results indicated that when progress toward long-term goals was measured, unbiased effect sizes were higher than on probelike outcomes; when progress toward short-term goals was measured, the reverse was true. (Author/DB

DESCRIPTORS: *Disabilities; Elementary Secondary Education; *Outcomes of Education; *Evaluation Methods; *Student Educational Objectives; Meta Analysis; *Student Evaluation; Academic Achievement;
IDENTIFIERS: *Curriculum Based Assessment;

EC212325
Effects of Alternative Goal Structures within Curriculum-Based Measurement.
Fuchs, Lynn S. And Others
Exceptional Children v55 n5 p429-38 Feb 1989; 1989-Feb 10P.
UMI
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 080; 142

Thirty special education teachers were assigned to a dynamic-goal or static-goal curriculum-based measurement group, or a control group. Results with their 60 mildly/moderately handicapped students showed that dynamic goal teachers increased goals more frequently and employed more ambitious goals, and their students had better content mastery than the others. (Author/JDD)

DESCRIPTORS: *Disabilities; *Student Evaluation; *Evaluation Methods; *Student Educational Objectives; Outcomes of Education; Mastery Learning; Special Education Teachers; *Behavioral Objectives; Elementary Secondary Education
IDENTIFIERS: *Curriculum Based Assessment; *Dynamic Assessment

DIALOG File 54: ECER/EXCEP CHILD - 66-90/FEB

EC211974
Effects of Curriculum-Based Measurement on Teachers' Instructional Planning.
Fuchs, Lynn S. And Others
Journal of Learning Disabilities v22 n1 p51-59 Jan 1989; 1989-Jan 9P.
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 080; 142

The study assessed effects of computer assisted or noncomputer assisted curriculum-based measurement (CBM) on the instructional planning of 30 special education teachers. After 12-15 weeks, analysis indicated no differences between the CBM groups but compared to a contrast group, CBM teachers used more specific goals and monitored student programs more frequently. (Author/DB)

DESCRIPTORS: *Disabilities; *Instructional Design; *Diagnostic Teaching; Computer Assisted Testing; Special Education Teachers; Teaching Skills; Goal Orientation; Student Educational Objectives; Elementary Secondary Education; Instructional Effectiveness; *Instructional Design
IDENTIFIERS: *Curriculum Based Assessment

EC210460
Conducting Curriculum-Based Measurement with Computerized Data Collection: Effects on Efficiency and Teacher Satisfaction.
Fuchs, Lynn S. And Others
Journal of Special Education Technology v9 n2 p73-86 Win 1988; 1988-Win 14P.
UMI
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 080; 142

The study assessed the efficiency of and teacher satisfaction with collection of student performance data by computers. The 20 special education teachers spent less time in measurement and evaluation and were more satisfied when data were collected by computers. However, students spent more time in measurement with computer data collection. (Author/DB)

DESCRIPTORS: *Disabilities; *Computer Assisted Testing; *Student Evaluation; *Teacher Attitudes; *Efficiency; Elementary Secondary Education

EC181129
Psychoeducational Testing: Turn Out the Lights, the Party's Over.
Galagan, James E.
Exceptional Children v52 n3 p288-99 Nov 1985; 1985-Nov 12P.
NOTE: Special Issue: Curriculum Based Assessment.
UMI
EDRS: NOT AVAILABLE

DOCUMENT TYPE: 080; 055;

The article examines the legal problems associated with standardized testing instruments and their use and the legal imperative for using curriculum-based measures in special education evaluation systems. (Author/CL)

*DESCRIPTORS: *Disabilities; *Student Evaluation; *Legal Problems; *Standardized Tests; Elementary Secondary Education Evaluation Methods; Special Education; Curriculum;
IDENTIFIERS: *Curriculum Based Assessment;

EC181125
An Application of Curriculum-Based Assessment: The Use of Direct and Repeated Measurement.
Germann, Gary; Tindal, Gerald
Exceptional Children v52 n3 p244-65 Nov 1985; 1985-Nov 22P.
NOTE: Special Issue: Curriculum Based Assessment.
UMI
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 080; 143;

A model of special education based on the use of a direct and repeated measurement and evaluation system for developing effective educational programs is described. Two separate studies are included, presenting student outcome data at both the individual and system level, for academic and social behaviors. (Author/CL)

DESCRIPTORS: *Disabilities; *Models; *Student Evaluation; *Evaluation Methods; *Measurement Techniques; Elementary Secondary Education; Special Education;
IDENTIFIERS: *Curriculum Based Assessment;

EC181121
A Personal View of Curriculum-Based Assessment.
Gickling, Edward E.; Thompson, Verlinda P.
Exceptional Children v52 n3 p205-18 Nov 1985; 1985-Nov 14P.
NOTE: Special Issue: Curriculum Based Assessment.
UMI
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 080;

Curriculum-based assessment (CBA) is based on three themes: (1) curriculum provides the most basic and meaningful avenue for classroom assessment; (2) curriculum places explicit demands upon the learner; and (3) curriculum must be controlled for academic success. Research has shown CBA effective in promoting good classroom performance, especially with mainstreamed, low-achieving children and those with attention deficit disorder. (Author/CL)

DESCRIPTORS: *Disabilities; *Student Evaluation; *Evaluation

(cont. next page)

Methods; Elementary Secondary Education; Curriculum;
IDENTIFIERS: *Curriculum Based Assessment;

EC192190
Curriculum Based Assessment: A Primer.
Hargis, Charles H.
1987- 114P.
Charles C Thomas, 2600 South First St., P.O. Box 4709, Springfield, IL 62708-4709 ($16.75).
EDRS: NOT AVAILABLE
REPORT NO.: ISBN-0-398-05288-3
DOCUMENT TYPE: 010;

The book describes the concepts underlying curriculum-based assessment (CBA), illustrates its use, and offers suggestions for implementation of CBA with learning disabled and low-achieving students. Chapter titles and selected subtopics are as follows: (1) ""Central Concepts''; (2) ""Success or Challenge'' (why failure fails, the objective of CBA); (3) ""Assessment that is Curriculum Based'' (related terms, types of tests, test relevance); (4) ""Instructional Levels and Rates in Reading'' (repetition rates, repetition at the instructional level); (5) ""Instructional Levels and Rates in Arithmetic'' (repetition rates, concreteness and meaningfulness); (6) ""Instruction with Assessment'' (assessment of word identification skills, general assessment); (7) ""The Preparation and Selection of Materials'' (direct assessment, preparing reading material, providing adequate repetition of words, skills teaching, arithmetic activities); (8) ""Identifying Learning Disabled Students''; (9) ""Other Assessment Concerns'' (proficiency tests, purposes or tests); ""Administrative Support for CBA'' (group instruction, record keeping, grading, teacher evaluation, handling mainstreamed students); (10) ""Teacher Training'' (coursework, field experience, supervising teachers). (JW)

DESCRIPTORS: *Learning Disabilities; *Educational Diagnosis *Student Evaluation; *Diagnositic Teaching; Low Achievement; Identification; Media Selection; Elementary Education; Instructional Development; Reading Instruction; Mathematics Instruction; Teacher Education; Individualized Instruction;
IDENTIFIERS: *Curriculum Based Assessment;

EC191124
Curriculum-Based Vocational Assessment: A Viable Response to a School-Based Service Delivery Issue.
Ianacone, Robert N.; Leconte, Pamela J.
Career Development for Exceptional Individuals v9 n2 p113-20 Fall 1986; 1986-Fal 8P.
UMI
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 080; 141;

Service delivery issues leading to the development of

Curriculum Based Vocational Assessment (CBVA) are reviewed; eight key steps (in the form of 38 questions) to CBVA implementation are identified. Intrinsic benefits such as maximizing the impact of assessment data on curriculum are noted. (DB)

DESCRIPTORS: *Disabilities; *Vocational Evaluation; *Delivery Systems; *Vocational Education; *Evaluation Methods *School Districts; Student Evaluation; Career Development; Interdisciplinary Approach; Individualized Education Programs Secondary Education;
IDENTIFIERS: *Curriculum Based Vocational Assessment (CBVA);

EC202426
The Effectiveness of Special Education: A Time Series Analysis of Reading Performance in Regular and Special Education Settings.
Marston, Douglas
Journal of Special Education v21 n4 p13-26 Win 1987-88; 1988-Win 87/ 14P.
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 080; 142

The impact of regular and special education on 11 learning-disabled children in 4th-6th grade was studied by analyzing their slope of improvement on curriculum-based measures of reading scores. A time series analysis indicated that daily reading instruction in a resource room was a more effective intervention than regular education. (Author/JDD)

DESCRIPTORS: *Learning Disabilities; *Special Education; *Instructional Effectiveness; *Outcomes of Education; *Reading Achievement; *Achievement Gains; Reading Tests; Reading Improvement; Trend Analysis; Elementary Education; Mainstreaming; Intervention; Resource Room Programs; Teaching Methods
IDENTIFIERS: Time Series Analysis; Curriculum Based Assessment

EC181126
Implementing Curriculum-Based Measurement in Special and Regular Education Settings.
Marston, Douglas; Magnusson, Deanne
Exceptional Children v52 n3 p266-76 Nov 1985; 1985-Nov 11P.
NOTE: Special Issue: Curriculum Based Assessment.
UMI
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 080; 143;

Two studies document the benefits of implementing CBM (curriculum-based measurement) in both special and regular education settings. In Study 1 CBM is demonstrated to be a valid and reliable measurement system that aids teacher

(cont. next page)

decisions regarding student placement, progress, and intervention effectiveness in an elementary school. Study II outlines its implementation in a resource program serving 1,100 mildly handicapped children. (Author/CL)

DESCRIPTORS: *Mild Disabilities; *Resource Room Programs; *Curriculum; *Evaluation Methods; Elementary Secondary Education; Program Implementation; Program Effectiveness;
IDENTIFIERS: *Curriculum Based Assessment;

EC170918
Curriculum-Based Measurement: An Alternative to Traditional Screening, Referral, and Identification.
Marston, Douglas And Others
Journal of Special Education v18 n2 p109-17 Sum 1984; 1984-Sum 9P.
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 080; 143;

Students (N=147) referred for special education evaluation by curriculum-based and traditional methods were compared. Numbers referred through each method were similar. Academic achievement was almost the sole criterion in teacher referral and Ss referred through weekly achievement measurements were as likely as teacher referred Ss to demonstrate aptitude-achievement discrepancies. (CL)

DESCRIPTORS: *Learning Disabilities; *Referral; *Handicap Identification; *Evaluation Methods; Elementary Education; Models;

EC191125
A Curriculum-Based Vocational Assessment Procedure: Addressing the School-to-Work Transition Needs of Secondary Schools.
Porter, Mahlone E.; Stodden Robert A.
Career Development for Exceptional Individuals v9 n2 p121-28 Fall 1986; 1986-Fal 8P.
UMI
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 080; 141;

Curriculum-based vocational assessment procedures as implemented in the United States Department of Defense Dependents Schools in Germany are assessing a match of handicapped students' interests and strengths in terms of career and vocational instructional options. The model is described, with emphasis on project planning and design and implementation and evaluation activities. (CB)

DESCRIPTORS: *Disabilities; *Education Work Relationship; *Vocational Evaluation; *Evaluation Methods; *Demonstration Programs; Vocational Education; Secondary Education; Career Development; School Districts; Foreign Countries;
IDENTIFIERS: *Curriculum Based Vocational Assessment;

Germany; Dependent Schools;

EC181128

Introducing Curriculum-Based Assessment through Consultation.

Rosenfield, Sylvia; Rubinson, Florence
Exceptional Children v52 n3 p282-87 Nov 1985; 1985-Nov 6P.
NOTE: Special Issue: Curriculum Based Assessment.
UMI
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 080; 055;

The consultant interested in helping teachers adopt curriculum-based assessment techniques should consider the process of innovation along with aspects of school culture. The consultant should examine four stages in developing a model program: creating a need, supporting change, implementing a guided practice, sequence, and allowing for adaptation. (Author/CL)

DESCRIPTORS: *Disabilities; *Consultants; *Teacher Role; *Adoption (Ideas); Program Implementation; Innovation; Educational Change; Demonstration Programs; Program Development;
IDENTIFIERS: *Curriculum Based Assessment;

EC201696

Characteristics of Time-Series Data Collected through Curriculum-Based Reading Measurement.

Skiba, Russell J. And Others
Diagnostique v12 n1 p3-15 Fall 1986; 1986-Fal 13P.
UMI
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 080; 143

The statistical properties of curriculum-based time-series data were investigated for 67 learning disabled students (grades 1-7). Results suggest that reading growth over time may be described by a negatively accelerated curve and that the statistical characteristics of time-series data are not necessarily independent in naturally occurring data. (Author/VW)

DESCRIPTORS: *Learning Disabilities; Elementary Education; *Research Methodology; *Statistical Studies; *Reading Skills; *Reading Instruction; *Data Interpretation
IDENTIFIERS: *Curriculum Based Assessment

EC181594

The Luke S. Class Action Suit: A Lesson in System Change.

Taylor, John M. And Others
Exceptional Children v52 n4 p376-82 Jan 1986; 1986-Jan 7P.

(cont. next page)

DIALOG File 54: ECER/EXCEP CHILD - 66-90/FEB

NOTE: Special Issue: Litigation and Special Education.
UMI
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 080; 055;

The background and effects of Luke S. and Hans S. vs. Nix et al, a class action suit in Louisiana are discussed. The resulting changes in assessment practices, includng prereferral intervention, curriculum based assessment, and state-wide inservice training for assessment staff are noted. (Author/CL)

DESCRIPTORS: *Disabilities; *Court Litigation; *Handicap Identification; Elementary Secondary Education; Student Evaluation; Referral; Inservice Education;
IDENTIFIERS: *Luke S v Nix et al;

EC210187
Curriculum-Based Assessment: Process and Application.
Truesdell, Lee Ann
Journal of Reading, Writing, and Learning Disabilities International v3 n4 p281-89 1987; 1987- 9P.
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 080; 055

The use of curriculum-based assessment can provide teachers with useful data to plan instruction that is precise, relevant, and designed to help learning disabled students succeed. Discussed are the steps in the assessment process, types of assessment instruments, and specific procedures for curriculum based assessment in the language arts. (JDD)

DESCRIPTORS: *Learning Disabilities; *Student Evaluation; *Evaluation Methods; *Teaching Methods; *Educational Diagnosis ; Diagnostic Tests; *Language Arts; Instructional Development Elementary Secondary Education
IDENTIFIERS: *Curriculum Based Assessment

EC181120
Curriculum-Based Assessment: An Introduction.
Tucker, James A.
Exceptional Children v52 n3 p199-204 Nov 1985; 1985-Nov 6P.
NOTE: Special Issue: Curriculum Based Assessment.
UMI
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 080; 055;

The concept of curriculum-based assessment (CBA), using the material to be learned as the basis for assessing the degree to which it has been learned, is introduced, and compared to traditional forms of assessment, with reference to special education. (Author/CL)

DESCRIPTORS: *Disabilities; *Student Evaluation; *Curriculum

; •Evaluation Methods; Elementary Secondary Education;
IDENTIFIERS: •Curriculum Based Assessment;

EC211382

A Causal Analysis of the Relationships among Ongoing Curriculum-Based Measurement and Evaluation, the Structure of Instruction, and Student Achievement.

Wesson, Caren And Others

Journal of Special Education v22 n3 p330-43 Fall 1988; 1988-Fal 14P.

EDRS: NOT AVAILABLE

DOCUMENT TYPE: 080; 143

Causal modeling techniques were used to examine relationships among: (1) a curriculum-based special education measurement and evaluation system, (2) structure of instruction, and (3) achievement. All three constructs were stable over time. Teachers' accuracy in setting up student performance measurement was directly related to student achievement. (Author/DB)

DESCRIPTORS: •Disabilities; •Models; •Instructional Design; •Student Evaluation; •Academic Achievement; Diagnostic Teaching; Elementary Secondary Education
IDENTIFIERS: •Curriculum Based Assessment

EC191640

Facilitating the Efficiency of On-Going Curriculum-Based Measurement.

Wesson, Caren And Others

Teacher Education and Special Education v9 n4 p168-72 Fall 1986; 1986-Fal 7P.

UMI

EDRS: NOT AVAILABLE

DOCUMENT TYPE: 080; 143;

Studies of time needed for initial curriculum-based measurement (CBM) training and classroom use, administration of CBM tasks, measurement schedules, and teacher-selected independent variables among special education resource teachers (N=10) indicated that several factors can increase teacher efficiency in CBM and decrease the time initially needed to implement direct, and frequent CBM. (Author/CB)

DESCRIPTORS: •Disabilities; •Program Implementation; •Time Management; •Instructional Effectiveness; •Measurement Techniques; •Student Evaluation; Special Education Teachers; Resource Teachers; Case Studies; Rural Education; Diagnostic Teaching; Elementary Education;
IDENTIFIERS: •Curriculum Based Measurement;

DIALOG File 54: ECER/EXCEP CHILD - 66-90/FEB

EC181824
Educating Children with Learning Problems: A Shared Responsibility.
Will, Madeleine C.
Exceptional Children v52 n5 p411-15 Feb 1986; 1986-Feb 5P.
UMI
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 080; 120;

The Assistant Secretary for the Office of Special Education and Rehabilitative Services of the U.S. Department of Education, Madeleine Will, discusses problems in educating children with learning difficulties, notes reasons for needed changes, and comments upon the importance of early identification, curriculum based assessment, and parent involvement. (CL)

DESCRIPTORS: *Disabilities; *Special Education; *Federal Programs; Elementary Secondary Education; Educational Trends;

SECTION VI

Additional References

ADDITIONAL REFERENCES

Ainscow, M., & Tweddle, D.A. (1976). Am I right in thinking...? The ascertainment of mild subnormality in education: Toward a curriculum-based assessment. Association of Educational Psychologists Journal, 4(1), 50-52.

Bennett, N., Desforges, C., Cockburn, A., & Wilkinson, B. (1984). The quality of pupil learning experiences. Hillsdale, NJ: L. Erlbaum Associates.

Betts, E.A. (1946). Foundations of reading instruction. New York: American Book.

Borg, W.R. (1980). Time and school learning. In C. Denham & A. Lieberman, Time to learn (pp. 33-72). Washington, DC: National Institute of Education.

Bradley, M.M., & Ames, W.S. (1977). Readability parameters of basal readers. Journal of Reading Behavior, 11(2), 175-183.

Choate, J.S., & Miller, L.J. (1987). Curricular assessment and programming. In J.S. Choate & L.J. Miller (Eds.), Assessing and programming basic curriculum skills. Boston, MA: Allyn & Bacon.

Christenson, S.L., Ysseldyke, J.E.,& Thurlow, M.L. (1989). Critical instructional factors for students with mild handicaps: An integrative review. Remedial and Special Education, 10(5), 21-31.

Dempster, F.N. (1988). The spacing effect: A case study in the failure to apply the results of psychological research. American Psychologist, 43(8), 627-634.

Deno, S.L. (1989). Curriculum-based measurement and special education services: A fundamental and direct relationship. In M. Shinn (Ed.), Curriculum-based measurement (pp. 1-17). New York: Guilford.

Deno, S.L., Marston, D., Shinn, M., & Tindal, G. (1983). Oral reading fluency: A simple datum for scaling reading disability. Topics in Learning Disabilities, 3, 43-59.

Dunn, R. (1987). Research on instructional environments: Implications for student achievement and attitudes. Professional School Psychology, 2(1), 43-52.

Epps, S., & Tindall, G. (1987). The effectiveness of differential programming in serving students with mild handicaps: Placement options and instructional program. In M.C. Wang, M.C. Reynolds, & H. Walberg (Eds.), Special education handbook: Research and practice 1 (pp. 213-250) New York: Pergamon.

Evans, S.S., & Evans, W.H. (1986). A perspective on assessment for instruction. Pointer, 30(2), 9-12.

Farr, R., Carney, R., & Tone, B. (1986). Recent theory and research into the reading process: Implications for reading assessment. In J. Orasanu (Ed.), Reading comprehension: From research to practice (pp. 135-14). Hillsdale, NJ: Erlbaum.

Fraser, B.J. (1987). Classroom learning environments and effective schooling. Professional School Pschohology, 2(1), 25-41.

Fuchs, L.S. (1989) Evaluating solutions: Monitoring progress and revising intervention plans. In M. Shinn (Ed.), Curriculum-based measurement (pp. 153-181). New York: Guilford.

Fuchs, L.S., & Fuchs, D. (1989). Enhancing curriculum-based measurement through computer applications: Review of research and practice. School Psychology Review, 18(3), 317-327.

Gates, A.L. (1921). An experimental and statistical study of reading and reading tests. Journal of Experimental Psychology, 12, 303-464.

Germann, G., & Tindal, G. (1985). An application of curriculum-based assessment: The use of direct and repeated measurement. Exceptional Children, 52(3), 244-265.

Gickling, E.E. (1977). Controlling academic and social performance using an instructional delivery approach. In Mideast Regional Resource Center (Ed.), Programming for the emotionally handicapped: Administrative considerations (pp. 45-48). Washington, DC: MERRC.

Gickling, E.E., & Havertape, J. (1982). From a chapter in C. Righi & F. Rubinson (Eds.), Curriculum-based assessment (Self-study format). Minneapolis: National School Psychology Inservice Training Network.

Gickling, E.E., Havertape, J.F., & Coulter, W.A. (1981). The long road to direct assessment. Nevada Personnel and Guidance Journal, 2(2), 114-119.

Gickling, E.E., Shane, R.H., & Croskery, K.M. (1989). Developing mathematics skills in low-achieving high school students through curriculum-based assessment. School Psychology Review, 18(3), 344-355.

Gickling, E.E., & Thompson, V.P. (1988, March). Optimizing instruction via curriculum-based assessment. Paper presented at the 66th Annual Convention of The Council for Exceptional Children, Washington, DC.

Gickling, E.E., Thompson, V.P., & Hargis, C.H. (in press). Curriculum-based assessment: A task-success approach to instruction. Boston, MA: Allyn

& Bacon.

Good, R.H., & Salvia, J. (1988). Curriculum bias in published, norm-referenced tests: Demonstrable effects. School Psychology Review, 17(1), 51-60.

Hayes, S.C., Nelson, R.O., & Jarret, R.B. (1987). The treatment utility of assessment: A function approach to evaluating assessment quality. American Psychologist, 42(11), 963-974.

Idol, L., Paolucci-Whitcomb, P., & Nevin, A. (1986). Collaborative consultation. Rockville, MD: Aspen Systems.

Jones, E.D., & Kroiuse, J.P. (1988). The effectiveness of data-based instruction by student teachers in classrooms for pupils with mild learning handicaps. Teacher Education and Special Education, 11(1), 9-19.

Kearns, D.T., & Doyle, D.P. (1988). Winning the brain race: A bold plan to make our schools competitive. San Francisco, CA: Institute for Contemporary Studies.

Koretz, D. (1988). Arriving in Lake Wobegon: Are standardized tests exaggerating achievement and distorting instruction? American Educator, 8-15 & 46-52.

Leithwood, K.A. (1981). Managing the implementation of curriculum innovations. Knowledge: Creation, Diffusion, Utilization, 2, 341-360.

Lentz, F.R. (1988). Direct observation and measurement of academic skills: A conceptual review. In E.S. Shapiro & T. Kratchowill (Eds.), Behavioral assessment in schools: Conceptual foundations and practices. New York: Guilford.

Lentz, F., & Shapiro, E. (1985). Behavioral school psychology: A conceptual model for the delivery of psychological services. In T. Kratcowill (Ed.), Advances in school psychology, Vol.4 (pp. 191-222). Hillsdale, NJ: Erlbaum.

Linehan, M. (1980). Content validity: Its relevance to behavioral assessment. Behavioral Assessment, 2, 147-159.

Lloyd, J.W. (1988). Direct academic interventions in learning disabilities. In M. Wang, M. Reynolds, & H. Walberg (Eds.), Handbook of special education: Research and practice, Vol.2 (pp. 345-366). Oxford: Pergamon.

Maestas, L. (1986). Models of curriculum-based assessment. Rockville, MD: Aspen Systems.

Margolis, H., & McGettigan, J. (1988). Managing resistance to instructional modifications in mainstreamed environments. Remedial and Special Education, 9(4), 15-21.

Marston, A.R. (1979). Behavioral ecology emerges from behavior modification: Side-steps toward a nonspecial profession. Behavior Modification, 3(2) 147-160.

Marston, D. (1989). A curriculum-based measurement approach to assessing academic performance: What is it and why do it? In M.R. Shinn (Ed.), Curriculum-based measurement (pp. 18-78). New York: Guilford.

Marston, D., & Magnusson, D. (1988). Curriculum-based measurement: District level implementation. In J. Graden, J. Zins, & M. Curtis (Eds.), Alternative educational service delivery systems: Enhancing instructional services to all children (pp. 137-172). Washington, DC: National Association of School Psychologists.

Mercer, C.D. (1987). Beyond traditional assessment. In S. Vaughn & C.S. Bo (Eds.), Research in learning disabilities: Issues and future directions (pp. 153-169). Boston MA: College-Hill.

Moore, J.W., & Schaut, J.A. (1978). Increasing instructional effectiveness through the use of a problem-solving approach to the design of instructional systems. Journal of Experimental Education, 47(2), 156-161.

Ollendick, T.H., Matson, J.L., Esveldt-Dawson, K., & Shapiro, E.S. (1980). Increasing spelling achievement: An analysis of treatments procedures utilizing an alternative treatments design. Journal of Applied Behavior Analysis, 13(4), 645-654.

Poteet, J.A. (1987). Educational assessment. In J.S. Choate & T.Z. Bennett (Eds.), Assessing and programming basic curriculum skills (pp. 3-20). Boston, MA: Allyn & Bacon.

Rosenfield, S., & Shinn, M.R. (1989). Guest editors' comments: Another issue on curriculum-based assessment/measurement. School Psychology Review, 18(3), 297-298.

Semmel, M.I. (1984). Introduction to special issue on special education. Educational Psychologist, 19(3), 121-122.

Shapiro, E.S. (1988). Behavioral assessment. In J.C. Witt, S.N. Elliott, & F.M. Gresham (Eds.), Handbook of behavior therapy in education (pp. 67-98). New York: Plenum.

Shapiro, E.S., & Lentz, F.E. (1985). Assessing academic behavior: A behavioral approach. School Psychology Review, 14(3), 325-338.

Shinn, M.R. (1988). Development of curriculum-based local norms for use in special education decision-making. School Psychology Review, 17(1), 61-80.

Shinn, M.R., (Ed.). (1989). Curriculum-based measurement. New York: Guilford.

Shinn, M.R. (1989). Case study of Ann H.: From referral to annual review. In M.J. Shinn (Ed.), Curriculum-Based measurement. New York: Guilford.

Shinn, M.R. (1989). Identifying and defining academic problems: CBM screening and eligibility procedures. In M. Shinn (Ed.), Curriculum-Based measurement (pp. 90-129). New York: Guilford.

Shinn, M.R., Good, R.H., & Stein, S. (1989). Summarizing trend in student achievement: A comparison of methods. School Psychology Review, 18(3), 356-370.

Smith, N.B. (1959). Graded selections for informal reading diagnosis. New York: New York University.

Talmadge, G.K. (1977, October). Title I evaluations: Comparable outcome measures for dissimilar treatments? Paper presented at the 27th Annual Conference of Directors of State Testing Programs, Princeton, NJ.

Thompson, V.P., Gickling, E.E., & Havertape, J.F. (1983). The effects of medication and curriculum management on task-related behavior of attention deficit disordered and low achieving peers. Monograph in Behavioral Disorders: Severe Behavior Disorders of Children and Youth. Reston, VA: The Council for Exceptional Children.

Tindal, G. (1988). Curriculum-based measurement. In J. Grade, J. Zins, & M. Curtis (Eds.), Alternative educational service delivery systems: Enhancing instructional services to all children (pp. 111-136). Washington, DC: National Association of School Psychologists.

Tindal, G. (1989). Evaluating the effectiveness of educational programs at the systems level using curriculum-based measurement. In M. Shinn (Ed.), Curriculum-based measurement (pp. 202-238). New York: Guilford.

Tindal, G., Fuchs, L.S., Fuchs,D., & Shinn, M.R. (1985). Empirical validation of criterion-referenced tests. Journal of Educational Research. 78, 203-209.

Tindal, G., & Parker, G. (1989). Development of written retell as a curriculum-based measure in secondary programs. School Psychology Review, 18(3), 328-343.

Zigmond, N., & Silverman, R. (1984). Informal assessment for program planning and evaluation in special education. Educational Psychologist, 19(3), 163-171.

Zins, J.E., Curtis, M.J., Graden, J.L., & Ponti, C.R. (1988). Helping students succeed in the regular classroom: A guide for developing intervention assistance programs. San Francisco: Jossey-Bass.